

CIRCULAR OF INFORMATION

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OF

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THE BUREAU OF EDUCATION

FOR

NOVEMBER, 1872.

AMERICAN EDUCATION AT THE INTERNATIONAL EXPOSITION
TO BE HELD AT VIENNA IN 1873.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1872.

man of Congress will be our aid in this matter
He would like very much to include you
published catalogue in the bill if you can
forward us a copy for that purpose.

Very respectfully,
()

Commissioner.

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C. W. Miller, Secy.
Director of State Library
Harrisburg Penna.

Department of the Interior,

BUREAU OF EDUCATION,

Washington, D. C., Jan. 29th., 1873.

Sir:

By reference to pages 37, 39 and 40 of the *Seima* Circular which are sent, you will find a statement of what is deemed desirable to do in the way of collecting the catalogues of libraries in the United States, for representation at Vienna.

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LETTER.

DEPARTMENT OF THE INTERIOR,

BUREAU OF EDUCATION,

Washington, D. C., November, 1872.

SIR: I have the honor herewith to submit a statement of the action that has been taken by this Bureau in reference to the representation of the systems and methods of education in the United States at the proposed International Exposition at Vienna.

The papers submitted comprise a copy of the act of Congress authorizing the President to appoint a commissioner on the part of the United States to take charge of the American contributions to the Vienna Exposition; correspondence between General Van Buren, the commissioner appointed, and this Bureau; the circular-letter sent from this Bureau to State and city superintendents, with the replies received; a report of the action of the meeting held in this city, on the 13th of November, by superintendents and other educational officials, called to consider the advisability of such a representation, and, if deemed advisable, to consult in regard to plans for its successful execution.

Parts of the official programmes issued by the managers of the Exposition, together with such suggestions and forms for the returns needed as seem necessary, are given; in addition, an extract from the appeal of the Swiss national committee, showing the interest taken in the Exposition by other countries. As the annual report of this Bureau for 1872 was adopted by the convention, to be presented at Vienna, as the statistical summary of the condition of education in the United States, copies of the schedules that have been sent from the Bureau are inserted, so that any incomplete returns can be amended and forwarded.

As containing information necessary to intelligent action by the different educational authorities and others interested, and in accordance with the request of the educators who have advised with me on this subject, I recommend the publication of these papers as a circular of information from this Bureau.

Very respectfully, your obedient servant,

JOHN EATON, JR.,

Commissioner.

Hon. COLUMBUS DELANO,

Secretary of the Interior.

Approved, and printing ordered.

B. R. COWEN,

Acting Secretary of the Interior.

INTRODUCTION.

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Perhaps among the features which most characteristically distinguish the civilization of the present century from the eras that precede it, may be enumerated the series of great International Exhibitions or World's Fairs, which, beginning in London in 1851, have been held at intervals in the leading capitals of Europe. Themselves the result of the removal of the barriers between the various countries of the world, consequent upon the vastly improved and increased facilities for transportation, they have become not only the temples of peace where nations contend—as of old the Grecian tribes strove at the Isthmian games—in peaceful struggles for supremacy, but they have also proved great schools or universities, for whose diplomas whole people strive, and at whose bar the nations of the earth submit to the judgment of superiority or inferiority. These great fairs, where each nation brings of its best, have proved great educators, and have admittedly improved the industrial arts of the whole world.

It has been a constant mortification to American visitors at these exhibitions that the United States have been so incompletely represented, though in some departments of industry and of art her citizens have won distinguished honor.

In recognition of their importance, it has been determined, as the most fitting celebration of the close of the first century of the existence of the United States as an independent nation, to hold such a "World's Fair" in the city of Philadelphia in 1876.

Great efforts have been made, both on the part of the general manager of the Exposition, in behalf of the Austro-Hungarian government, and on the part of the Hon. John Jay, United States Minister at Vienna, to secure a fuller representation of American products at the Exposition to be held in Vienna during the summer of 1873. To this end, General Van Buren, the commissioner appointed by the President to take charge of the representation of this country at the fair, is working with wise activity in various directions.

From the exhibitions of the manufactures of a country, and the comparisons between those of the different countries, to an inquiry into the *causes* of the superiority or inferiority of the products of their industry, is but a step, so that the progress from an exhibition of the material products of a people to an endeavor to ascertain the training which enabled the producers to achieve such excellence, or which has caused their work to fall so far below the average excellence, is a natural and logical one.

The chief manager of the proposed International Exposition at Vienna seems to have fully recognized this, as will be seen by a study of the programmes published by him for the guidance of exhibitors.

Baron Schwarz-Senborn,* who, having been in charge of the Austrian contributions to the World's Fairs in England, (London, 1851 and 1862,) and France, (Paris, 1855,) doubtless possesses peculiar fitness for the duty of organizing the forthcoming Exhibition, has repeatedly manifested an earnest desire that the American systems of education should be fully and completely set forth at this Exhibition. The programmes furnished show that the idea of what is comprised under this general term is far vaster and more comprehensive than is generally realized, a fact which I have in a measure sought to set forth in my annual reports.

An embarrassment meets us at the threshold, arising from the fact that when a European speaks of a system of education he conceives of a unit—a formal, fixed plan, under the authority of the government; as easy of defining and setting forth as the roster of a regiment. In this sense we have no national American system of education, nor is it deemed desirable that we should have. Any attempt to set forth an adequate showing of the methods by which, in this country, all the children are taught in public schools without cost to the parent—a feature which foreign observers rightly regard as the basis of our prosperity and progress—can only be had through the willing co-operation of State and local school-officers.

It having been thought that this could be best obtained through the medium and organization of this Bureau, at the request of General Van Buren, United States commissioner to the Exposition, I have sought to

DR. WILHELM BARON VON SCHWARZ-SENBORN.

[Translated from "Über Land und Meer," a weekly illustrated journal published at Stuttgart.]

BIOGRAPHICAL NOTICE.

Baron von Schwarz-Senborn was born at Vienna, in the year 1816; his mother a French lady, from Lyons, and his father a German, from Leipzig, Saxony. After having completed his studies at Vienna, he became secretary of the Lower Austrian Industrial Society. In March, 1848, he received an appointment in the ministry of commerce, in which he remained till 1849, when he accepted the place as secretary of the Lower Austrian chamber of commerce. In 1850 he was again for some time employed in the ministry of commerce. In the same year he was appointed Austrian commissioner to the Industrial Exhibition at Leipzig. In the following year he was sent to London to reorganize the Austrian consular service in Great Britain, and took the place of chancellor to the Austrian consulate-general in London. In 1855 he was sent in the same capacity to Paris, representing the Austrian interest at the Paris Exposition of that year most efficiently. In 1858 he was sent on a very difficult diplomatic mission to the states of Northern Africa. In 1862 he was Austrian commissioner to the London Exposition. Soon after he was attached to the Austrian embassy at Paris, and (though this time not commissioner) very ably advocated the Austrian interests at the Exposition of 1867. When, some years ago, it was proposed to hold a great International Exposition at Vienna, every one acknowledged that there was only one man who would be able to do justice to the responsible position of commissioner, and that man was Baron Schwarz-Senborn.

obtain the co-operation of the various State authorities, and with this view a circular-letter was sent to all State superintendents and many superintendents of cities, asking them to meet in conference in this city on the 13th of November.

The question of the desirableness and feasibility of the plan was submitted, and resulted in the decision that it was both desirable and feasible. In the following pages are inserted the replies received from those who were unable to be present, and a report of the discussions held and resolutions passed by the meeting. It has also been sought, while giving the programme issued by the Vienna authorities, to embody such practical suggestions as have seemed expedient. The time remaining is very brief, and, to secure any adequate representation, hearty and efficient and immediate work must be undertaken by all interested.

To show the interest taken in this educational exhibition by other countries, a translation of the appeal of the Swiss authorities is inserted.

The Mountain Republic, organized in separate cantons, labors under difficulties analogous to our own. It will be little to the credit of this great Republic if her exhibition should prove inferior to that of Switzerland.

But no American exposition of educational activity can be complete that is undertaken by officers of public systems alone. The universities, colleges, and academies; the scientific and literary associations; the publishers; the manufacturers of school furniture and apparatus, must all combine. To endeavor to secure such combined and free effort for the common honor of our common country is the object of these pages.

In view of the success of our own coming exhibition; in view of the value, to any profession, of a common subject of paramount interest; in view of the lessons we can gain as well as give, it seems highly desirable that an earnest effort be made.

AN ACT to authorize the President of the United States to appoint one or more commissioners to represent the Government of the United States at the International Exposition of Agriculture, Industry, and Fine Arts, to be held at Vienna in eighteen hundred and seventy-three.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the President of the United States be, and he hereby is, authorized, by and with the advice and consent of the Senate, to appoint one or more agents to represent the Government of the United States at the International Exposition of Agriculture, Industry, and the Fine Arts, to be held at Vienna in eighteen hundred and seventy-three: *Provided,* That such appointments shall not impose on this Government any liability for the expense which they may occasion.

Approved June 10, 1872.

[United States Statutes at Large, 12d Congress, 2d session, ch. 181, p. 389.]

OFFICIAL CORRESPONDENCE.

OFFICIAL CORRESPONDENCE.

Letter of General T. B. Van Buren to the United States Commissioner of Education.

OFFICE OF UNITED STATES COMMISSIONER TO
INTERNATIONAL EXPOSITION AT VIENNA, AUSTRIA, IN 1873,
51 Chambers Street, New York, October 29, 1872.

GENERAL: By reference to the programmes upon education and teaching, prepared by the authorities of the International Exposition at Vienna, which have heretofore been forwarded to you, and concerning which I am in possession of a valuable communication from yourself, it will be found that the information sought is of a very comprehensive character, and embraces a variety of details which can only be obtained, if at all, through your active and zealous assistance.

No more important subject than that of education will be brought before the great World's Congress which will assemble at Vienna, and the earnest desire, repeated in nearly all the communications received from the chief manager, to have our educational system thoroughly represented, seems to me to afford us an opportunity not to be neglected.

I have examined with care your last annual report, and have been struck with the amount of information it contains, which it seems to me would constitute a sufficient reply to many, if not most, of the queries of the Exhibition programmes, requiring only some modifications in form here and there.

Would it not be practicable to so change or modify a small edition of your forthcoming report, as to make it answer the purpose indicated, and have a few copies, bound in the best style, prepared for the use of this commission at the Exhibition, and afterward to be made a part of the collection now being contributed by the different States to be presented to the Austrian government?

It is urgently requested also by the Austrian authorities that we should present at the Exhibition a model school-house, with its interior arrangements, maps, books, globes, and all the machinery and aids used in our common-schools.

I have striven in various ways to secure such a building, but now believe it can only be done through an appropriation, which I hope Congress will provide.

I feel assured. General. of your cordial co-operation in the effort to

place our school-system properly before the world, and in submitting these brief suggestions, I do not wish to be understood as indicating any limit to your assistance, which I earnestly request may be as comprehensive as I know your interest to be in the great educational cause you so ably represent in our country.

I have the honor to be, with great respect, your obedient servant,

THOS. B. VAN BUREN,

United States Commissioner, &c., &c.

General JOHN EATON,

United States Commissioner of Education, Washington, D. C.

Letter from Charles Hale, Acting Secretary of State.

DEPARTMENT OF STATE.

Washington, September 18, 1872.

SIR: I inclose herewith a copy of a dispatch of the 29th ultimo, No. 461, and its original inclosures, from Mr. Jay, the minister of the United States at Vienna, relative to the desire felt there for a perfect exposition of the system and statistics of American education, with a suggestion submitted for the consideration of the Department of Education, in regard to the transmission of educational documents and school-books of each State, and their presentation, at the close of the Exposition, to the Austro-Hungarian government.

This Department is anxious that the wishes of the Austrian government in this matter should be gratified, as it would no doubt have a very beneficial effect upon the general interests of education, and would reflect credit and honor upon those interests as developed in this country, and it is hoped that you will promote the object in view, so far as it may be in your power to do so.

I am, sir, your obedient servant,

CHARLES HALE,

Acting Secretary.

JOHN EATON, Esq.,

Commissioner of Education, Washington, D. C.

Extracts from letter of Hon. John Jay, American minister at Vienna, Austria, to the Hon. Hamilton Fish, Secretary of State.

“His excellency Baron Schwarz-Senborn also expressed his earnest desire that the United States Government would present at the Vienna Exposition a perfect representation of the system of common-school instruction adopted in the United States—a system, the results of which, he said, had been so wonderful.

“He had read, with singular interest, the report upon American

popular education recently published in Paris,* and which had attracted so much attention on the continent, and he prayed me to believe that an exposition of that system, illustrated by a school-house and its appurtenances, and its statistical results, would be a matter of profound interest and importance, not only to Austro-Hungary, but to the eastern peoples who adjoin this empire.

"In a note subsequently received from the Baron Schwarz-Senborn, his excellency said:

"In conclusion, I beg to add that, with regard to the highly-developed state of the American school-system, I would particularly appreciate the exposition of an American school, and beg your excellency's kind intervention with the Hon. Thomas B. Van Buren in behalf of this desirable object. Should, in this case, the exhibition take place in a pavilion, the latter could probably be sent ready-made from America."

"A similar hope has since been expressed to me by the Count Andrassy and other influential gentlemen connected with this government."

Letter from Baron Schwarz-Senborn.

42 PRATERSTRASSE II.,

Vienna, October 8, 1872.

SIR: The Hon. John Jay informs me that you have kindly consented to co-operate with the Hon. General Thomas B. Van Buren, with the view to rendering, at the Universal Exposition of 1873 in Vienna, the representation of the American educational system as complete as possible.

Allow me to tender you my best thanks for the interest you are taking in this all-important subject, the more so, as I feel confident that, with your able assistance, we shall have a most successful development of the progress and results of your common-school system at our great Exhibition next year.

I hope to have the pleasure of seeing you next year, and, in the meantime, I beg to send you herewith a complete set of programmes.

I have the honor to be, sir, your obedient servant,

SCHWARZ-SENBORN.

The Hon. General JOHN EATON,

Chief of the National Bureau of Education, Washington.

* Report of M. Hippéau, on Education in America, made to the French government in 1867. This report, though far from complete or satisfactory, from an American standpoint, has attracted great attention in Europe, and the large demand for it is evidence of the interest taken in this subject by European students.

CIRCULAR-LETTER TO STATE AND CITY SCHOOL-
SUPERINTENDENTS, WITH REPLIES.

CIRCULAR-LETTER FROM THE UNITED STATES COMMISSIONER OF EDUCATION TO SUPERINTENDENTS OF INSTRUCTION IN THE SEVERAL STATES AND CITIES.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., October 31, 1872.

SIR: You are already informed of the International Exposition to be held in Vienna, Austria, opening next spring and closing in the following autumn. General Thomas B. Van Buren, of New York, has been appointed commissioner to that Exposition by the Government of the United States.

Baron Schwarz-Senborn, the chief manager, has manifested to the Hon. John Jay, American minister at Vienna, and to the American commissioner, a very great desire, repeatedly expressed, that there should be a full representation of American systems of education in the Exposition.

Indeed, his inquiries have reference to every description of education, from the nursery to the university, the art-museum, and the public library, and comprehend questions respecting such diverse subjects as school-furniture and other appliances, the medical and sanitary treatment of infants, school penmanship and drawing, school-books, newspapers, periodicals, pamphlets, publishers' catalogues, universities, colleges, professional and technical schools, academies, public systems of instructions, kindergartens, and associations medical, literary, gymnastic, and other, together with statistics on all these points, models and plans of buildings, ventilation, &c.

The Secretary of State and General Van Buren (who has already communicated with the governors of the States upon the subject) have called the attention of this Bureau to the importance of aiding to make this representation complete.

I need not remind you of the importance of having the best plan before us as we begin our work. The time for preparation is very short; and as the surest way of overcoming successfully all the difficulties, it has been decided to solicit the counsel of the superintendents of the several States and leading cities of the Union; and for that purpose I send you this communication, desiring your presence here, if possible, so as to spend the 13th day of November in consultation upon the subject. If it is inconvenient for you to do this, I respectfully but earnestly solicit any suggestions you may have to make in regard to a plan for carrying out most successfully the desire so widely expressed of making a fair representation of American systems, institutions, and aids to education at the Vienna Exposition.

Any aid in perfecting a plan for this purpose that you can secure from eminent educators around you, or from others interested, we shall be very happy to have the benefit of.

General Van Buren, together with the other superintendents above mentioned, has received a similar invitation to meet with you here.

Very respectfully, your obedient servant,

JOHN EATON, JR.,
Commissioner.

RESPONSES TO THE FOREGOING LETTER.

[From Hon. *B. G. Northrop*, secretary State board of education, New Haven, Connecticut.]

"While in full sympathy with the 'Vienna plan,' and strongly impressed, when on the ground there a year ago, with the greatness of the occasion and the need of our there illustrating our school-system in all its phases, I cannot go to Washington on the 13th instant.

"Please assure the superintendents and friends meeting with you on Wednesday of my cordial sympathy with the purpose of your gathering and my deep regret that an official engagement, long since made, deprives me of the coveted privilege of joining in your deliberations."

[From Hon. *Charles Beecher*, State superintendent of public instruction, Tallahassee, Florida.]

"It will not be possible for me to be in Washington on the 13th, though I should like much to do so.

"I do not now think of any suggestions to offer with respect to the proposed plan, which seems to me very interesting and important."

[From Hon. *Gustavus J. Orr*, State school-commissioner, Atlanta, Georgia.]

"I regret very much that it will be out of my power to be present at the meeting of State superintendents and others in Washington on the 13th instant.

"In any reasonable plan that may be agreed upon, you shall have my earnest co-operation; and I shall take great pleasure in furthering the end had in view, as far as I may have facilities for accomplishing anything in that direction."

[From Hon. *H. A. M. Henderson*, State superintendent of public instruction, Frankfort, Kentucky.]

"I would suggest that the conference recommend and directly lay this matter before the several State legislatures in a manner to compel them to action *pro* or *con*; that they send the superintendent or some other competent representative of the State to the Vienna Congress. The expense would be abundantly compensated for."

[From Hon. *H. B. Wilson*, State superintendent of public instruction, Saint Paul, Minnesota.]

"I can assure you I am heartily in sympathy with you in my desire to have the educational system of our country fairly represented at that Exposition; but I regret that the meeting of educators to which you invite my attendance comes at a time when I am so busily engaged in preparing my annual report for the coming session of our legislature.

"I shall be glad, however, to co-operate with you in your efforts to carry out fully the objects sought for by your meeting."

[From Hon. *J. W. Simonds*, State superintendent of public instruction, Concord, New Hampshire.]

"My official work laid out for the weeks of November 11 and 18 precludes my leaving the State at the time mentioned in yours.

"I desire that New Hampshire shall properly discharge her educational duty to the nation and world. If in any way my services hereafter in preparation for the Exposition can be of value, let me hear."

[From Hon. *Abram B. Weaver*, State superintendent of public instruction, Albany, New York.]

"Your letter of the 31st ultimo is received. It will be impracticable for me to be in Washington on the 13th instant.

"I will cheerfully co-operate in any plan which may be adopted to promote the object in view."

[From Hon. *Alex. McIvor*, State superintendent of public instruction, Raleigh, North Carolina.]

"I regret very much that I will not be able to meet you in Washington on November 13, as I had hoped to do.

"You, however, have my sympathy in your work, and will have my most cheerful co-operation in aiding in any scheme you may adopt to effect the purpose in view."

[From Hon. *J. P. Wickersham*, superintendent of common-schools, Harrisburgh, Pennsylvania.]

"Your communication of October 31, soliciting my attendance at a conference to be held in the city of Washington on November 13, is received. Deeming this step on your part a very proper one, I am very sorry to inform you that I shall be unable to be present.

"Rest assured, however, that I will cheerfully co-operate in any measures that may be agreed upon.

"There will be wanted *money, men, and work*.

"The money, I think, should come from the National Treasury. I think I can obtain an appropriation from our legislature, and will try, if others do. But, as the object is a national one, the principal expense should be borne by the nation at large.

"The management should be placed in the hands of, say, *three* respon-

sible educators or well-known friends of education. They must be men known to the country, or the whole thing will prove a failure. They must act by the appointment and under the direction of the General Government.

“With the money and the men, the work will consist in collecting the material and appliances desired, transporting them to Vienna, and properly exhibiting them—a work of no small magnitude, and requiring no small amount of energy and skill. But it can be done, and done in such a way as to do the nation honor, and, unless done right, it had better not be done at all.”

[From Hon. *T. W. Bicknell*, State superintendent of public instruction, Providence, Rhode Island.]

“I am exceedingly interested in the plans which are on foot for a full representation of our educational systems at that great fair of nations, and I can assure you of my desire to do all in my power to aid you in this work. I may not be able to meet the superintendents at Washington next week, the 13th instant, but shall trust that the wise deliberations of those who go will be communicated to those who may be unable to attend. In the department of school-furniture, as well as models for school-houses, we are prepared to show good results, and to the end that we may be represented, I am in correspondence with some of our manufacturers to learn what they will do. I will guarantee Rhode Island for her share in the exhibition, and if it should be necessary for each State to send a commissioner to the Exposition, I presume we can do that. I do not know but that such an appointment has already been proposed.”

[From Hon. *J. W. Bulkley*, city superintendent of schools, Brooklyn, New York.]

“I assure you, dear sir, that I am in deep sympathy with you in this most important movement, but I fear that the extreme pressure of official duties and the sickness of my family may prevent my attendance.

“Whether present at the meeting or absent, I shall be happy to co-operate with you in carrying out such measures as may be adopted in relation to the Exposition.”

[From Hon. *E. M. Grimké*, city superintendent of schools, Charleston, South Carolina.]

“I have the honor to acknowledge the receipt of your esteemed favor of the 31st ultimo, and to express my very great regret that it will not be in my power to join you on the 13th instant.

“I can but believe that the council of educators you have summoned to Washington will devise some plan which will present to the European Exhibition a true conception of our American system.”

[From Hon. *Newton Bateman*, State superintendent of public instruction, Springfield, Illinois.]

“As the day for the proposed conference is close at hand, and it will be impossible for me to meet with you, I can do little more at this time

than express my most cordial interest in the objects set forth in your communication, and my hope that they may be worthily carried out.

"I may hereafter have a further suggestion or two to make, if desired. At this time I will throw out a single idea for your consideration. Would it not be practicable to exhibit our methods of teaching and management by an actual model class, in such branch or branches of study as would be best adapted to the purpose?"

"It would be easy for us to send over one or more teachers to take the charge of such a class, who would do us honor; and it seems to me that visitors would in that way obtain a better conception of our plans and methods than they could in any other."

[From Hon. W. Johnson, superintendent of common-schools, Augusta, Maine.]

"Your request to attend meeting of State superintendents and others, 13th instant, received. I regret that I shall be unable to be present.

"It would give me great pleasure to meet you and our brother educators, particularly to render any aid or proffer any suggestion toward a respectable American educational presentation at the Vienna Exposition.

"It seems to me that the American department, educationally speaking, requires an exposition on the following basis:

"1. *Statement*.—Relation of National Government to public instruction. (Report by Commissioner Eaton.) Relation of each State government to public instruction. (Brief *résumé*, by each State superintendent, of systems, revenues, school-facilities, &c.) This statement or pamphlet, say two pages, should be printed in English, French, German, and Italian, for free distribution at the Exposition.

"2. *Exhibition*.—Plans or models of school-houses, school-furniture, ventilation and heating, maps, charts, apparatus, school-books, course of study, and methods of teaching.

"3. *Report*.—To be made by United States educational commission, after the Exposition, telling what they *did, saw, and gleaned from the rest of the world*."

[From Hon. John Hancock, city superintendent of schools, Cincinnati, Ohio.]

"I sympathize very heartily in the movement to have American educational institutions represented at the great Exposition at Vienna, but my official duties here are such that it will not be possible for me to be at the gathering of State and city superintendents on Wednesday next.

"I have been thinking the matter over since I received your note, yet I fear I shall not be able to suggest anything worthy your attention.

"In the way of school-books and catalogues thereof, I suppose publishers will only be too glad to furnish complete sets of all their publications. I am sure the publishing-houses here will. As a further means of information, State and city superintendents will, of course, furnish copies of their latest reports.

“To show the actual workings of the great graded-school systems of the large cities of our Union, I have thought of the following plan: Let us take (in Cincinnati, for instance) specimens of the drawings of pupils of the schools, from the lowest grade, or the pupils just entering school, on up through all the grades of the district schools, the intermediate or grammar schools, the high schools, and the normal school. Let the average age of the pupils of each of the grades be given and the time they have been in school. The number of specimens need not be great, and might be a certain ratio to the whole number of pupils in the grade or in the schools. The same course could be pursued in regard to penmanship and composition. In music, specimens of the music might be printed and forwarded, such as children of the several grades are required to sing at sight. In this way a fair notion of what our schools are doing in art (if penmanship may be termed one) would be given. In addition to English composition, we could in our schools show what the same pupils are doing in German in the same branch. To show what our schools are doing in grammar, geography, arithmetic, algebra, physics, &c., copies of the questions submitted to the various grades for a written examination might be given, the ages of the pupils and the time they have been in school being in all cases very carefully given.

“In regard to school-buildings, electrotypes-plates of the buildings and the internal arrangements of the best might be forwarded. Their seating capacity and cost would also be items of interest. The plans of public libraries should be given in the same way, the number of volumes they contain at the date of the forwarding of the plans, and of their full capacity, with the number of volumes added annually.

“I should have stated in its proper place, that doubtless the manufacturers of school-furniture will be equally willing with publishers to furnish specimens of all their wares.

“I take it for granted that, when you have matured your plans, you will send us a set of rules for the guidance of our action.

“Would it not be better to have all the matter I have mentioned sent to your Department at Washington, to enable you to select from the mass, that which will, in your opinion, best represent our educational condition to the world? I doubt not that our contribution in this direction will have greater interest for the people of Europe than that of any other nation.”

[From Hon. *Charles Morrill*, city superintendent, Lowell, Massachusetts.]

“It will be impossible for me to be present in Washington on the 13th instant. I shall, however, take pleasure in performing any duties laid upon me in connection with this subject, so far as I can in my limited sphere.”

[From Hon. *Henry Kiddle*, city superintendent of schools, New York.]

"I regret that my engagements here will render it impossible for me to be present at the time specified. We have made arrangements to forward to the Exposition plans of our buildings and an exhibit of the organization of our system, as well as its practical operation and results, as far as the latter can be presented. We shall be most happy likewise to co-operate with you in any plan adopted for presenting a general exhibit of American education."

[From Hon. *S. E. Ellis*, city superintendent of schools, Rochester, New York.]

"I should be glad to be of service to the commission in furtherance of so worthy an object."

[From Professor *Joseph Henry*, LL.D., Secretary of the Smithsonian Institution, Washington, D. C.]

"I regret to inform you that I have made an engagement to be in Philadelphia to-morrow, and shall be obliged to leave the city at noon. It will give me pleasure, however, to co-operate with you in any way in my power, through the medium of the institution and my personal exertions, in advancing a proper representation of America at the World's Exposition in Vienna.

"I shall return on Thursday, and will then confer with you on the subject."

[From Hon. *John D. Philbrick*, city superintendent of schools, Boston.]

On Saturday evening, the 9th, I had reluctantly come to the conclusion that I could not attend the proposed meeting of superintendents at Washington on the 13th, and was just about sitting down to try to write you some thoughts and suggestions about the object of the meeting, when the appalling flames in Summer street told us that the whole city was in peril. And so I have not done what I intended; and the meeting having been held, I have waited to hear the result. I hope America will be well represented, in respect to education, at Vienna, and I shall be glad to co-operate in bringing about this result.

* * * I have no leisure for matters outside my official duties, and then it seemed to me that if anything was done it was most proper that the initiative should be taken at your office, so as to secure unity of design and harmonious co-operation.

REPORT OF MEETING OF SUPERINTENDENTS AND
OTHERS, HELD IN WASHINGTON, NOVEMBER 13, 1872.



REPORT OF MEETING OF SUPERINTENDENTS AND OTHERS.

In response to the call of the Commissioner, the following gentlemen met at the rooms of the Bureau of Education at Washington, on the morning of November 13, 1872:

General T. B. Van Buren, United States commissioner to Vienna; Hon. T. W. Harvey, State superintendent of schools of Ohio; Hon. R. W. Stevenson, superintendent of city schools, Columbus, Ohio; Hon. A. P. Marble, superintendent of city schools, Worcester, Massachusetts; Hon. H. W. Halliwell, secretary board of education, Philadelphia; Hon. M. A. Newell, superintendent of schools of the State of Maryland, (Baltimore); Hon. J. O. Wilson, superintendent of city schools, Washington, D. C.; Hon. George J. Lueky, superintendent of city schools, Pittsburgh, Pennsylvania; A. R. Spofford, esq., Librarian of Congress; J. M. Toner, M. D., of Washington, D. C.; and O. K. Harris, esq., trustee of city schools, Washington, D. C.

At the suggestion of General Eaton, Commissioner of Education, the meeting was organized by the election of Hon. T. W. Harvey as chairman.

General Eaton then briefly stated the object of the meeting. The gentlemen present had been invited for the purpose of consultation in regard to the advisability of attempting to make a full representation of the educational interests of America at the Vienna Exposition. After calling attention to the great interest manifested in the subject by those who had been invited and were not able to come, as expressed in numerous letters received, and after the reading of some of these letters, General Eaton suggested that the meeting listen to such suggestions and explanations as might be offered by General Van Buren.

General Van Buren began by expressing his very great obligations to the Commissioner of Education for having taken so much interest in this matter and in calling the gentlemen together, as he was also much obliged to the gentlemen for being here. The very fact of their presence proved that the matter was deemed of great importance.

He had been greatly impressed with the importance of the representation of our educational ideas at Vienna, and this on account of the hope and belief that some good might result from such an exhibition to the balance of the world. This had been impressed on his mind in such a way that he had no right to ignore it if he would; he was satisfied it would be a great crime to education itself to neglect the opportunity.

He had received a very large number of letters on the subject from Baron Schwarz-Senborn, who was deeply interested in the whole educa-

tional work. Without an exception, every single communication from him, upon whatever subject connected with the Exposition, always contained a clause on the educational subject, and begging, in the strongest terms, not to omit a full representation of American education, whatever else might be omitted. He says the little exhibition made of it at Paris in 1867* has so interested Europe that he is called upon by the people of Austria and Hungary, from all quarters, not to fail to have a good, thorough representation of our system there. He has particularly requested that there might be a model school-building, large enough to exhibit our educational work in the school-room, showing the construction of the building, the improvements made in respect to ventilation, furniture, and all the apparatus employed in giving instruction.

At Paris, the finest model of a school-house and the finest text-books came from Spain, while the United States was represented in a very inadequate manner.

General Van Buren said he had already addressed circulars to the governors of all the States, presenting this subject, and had received some responses, accompanied by educational matter, consisting of reports, laws, &c., the whole of which will form a valuable collection. But all would be mortified to have our system of education represented in this way only.

He agreed with Mr. Wickersham, who thinks that this thing should be done thoroughly or not at all. It would not be enough to go over there and exhibit a few books and pamphlets, to show the system of education in this country.

He was preparing, by the aid of Mr. Steiger, an eminent German

* The following *résumé* of the results obtained at the Paris Exposition, drawn from the excellent report of Commissioner Hoyt, will be found of interest:

In what may be styled the educational department (designated by the imperial commission, "The Department of Social Science") of the late Exposition, the number of exhibitors properly catalogued was 1,092, representing twenty-six different countries. The real number of exhibitors was considerably larger, as many of them made entry in other classes.

The number of prizes of different grades awarded to the exhibitors in this department was 428, awarded to persons representing twenty different countries. Of this number three were awarded to citizens of the United States, one being the grand prize and the other two silver medals.

To illustrate the range of objects embraced, as well as the relative appreciation of them by the jurors, it may be mentioned that "primary normal schools" received one honorable mention, (the lowest award;) "governments and founders" received eight gold medals, seven silver, and one bronze; "blind, deaf mutes, idiots," received one gold, ten silver, and seven bronze medals, with fourteen honorable mentions; "arithmetic and metrical system" received two silver and three bronze medals, and four honorable mentions.

The attention bestowed upon the educational department was rendered greater "by the creation and imperial consecration of the group to which it belonged." The number of French teachers alone, who visited and studied its displays was over 12,000, and from all parts of the world zealous men and women came expressly to avail themselves of such facts, principles, and suggestions as it afforded.

bookseller of New York, a set of specimens of all newspapers and periodicals, to be arranged under the head of States, in order to show simply the fact of the publication of this immense number of such periodicals, which are among the most wonderful agents in educating the world. In addition, Mr. Steiger is to prepare a catalogue of these newspapers, with certain statistical information in regard to them. This will be exhibited merely as a picture, showing how rapidly and generally we are spreading intelligence in this country. All along the Northern Pacific Railroad, even, newspapers are springing up with marvelous rapidity.

General Van Buren then recurred to the importance of having one or more school-houses at Vienna, with all their modern appliances. The interior of these could be furnished, without doubt, by manufacturers of furniture and apparatus, without any cost except that of transportation.

The board of education in New York are prepared to do this, if it can be done in no other way. Then, when the school-house and its appurtenances are there, if there be a proper explanation and presentation of the whole, it will be the most interesting feature of the Exposition.

It will be for the gentlemen present to advise in regard to this. He was very glad this meeting had been called at the capital, and that the measures adopted are to emanate from the Bureau of Education, as they would thereby have a national character that could not otherwise be given to them.

General Van Buren then gave a full description of the diagram and plan of the building and grounds for the Exposition. There are about 1,200,000 square feet under cover. To the United States is given the division on the western end of the building, and that on the east to Japan. The space under cover for the United States is 360 feet long by 50 feet wide, while there is an open space adjoining, 340 feet long by 150 feet in width.

No effort should be spared to secure an ample appropriation from Congress, that this whole exposition on the part of the United States may be successful.

Every facility will be given to the United States as an inducement to be fully represented. The Austrians and Hungarians are extremely anxious that we have our educational interests represented; every door is open for us, and we may go at any time, if we will only go.

Some further explanations were given as to the amount of funds necessary to carry this work through successfully. The easiest way of getting goods through to Austria will be by chartering vessels in New York to run to Trieste, which is about twelve hours, by railroad, from Vienna.

We have to provide for room, which is charged to each government; then there are the expenses of transportation there and back, which ought to be provided for. He suggested the sum of \$500,000 as a necessary

provision for all the expenses. The reports of the several commissioners upon the different branches will be exceedingly important and valuable. Men are needed as commissioners who, by position and well-known character, are eminently fitted for the position.

General Van Buren then gave way for a time to enable Mr. Spofford, the Librarian of Congress, to present his views on the subject of the presentation of libraries at Vienna.

Mr. Spofford said: "With your kind permission, I would briefly say that I have been invited by the Commissioner of Education to meet gentlemen here, with reference especially to the library department of the Exposition, and I have jotted down, while sitting here, a threefold suggestion, which I would make, so that if anything is done whatever, we may be able to get some representation at least of one of the very important means of education in this country, as in all others—the public-library system.

"The Exposition, so far as any attempt is made to exhibit the libraries of this country, or of the world, should include a full set of all printed catalogues and reports of all the libraries in the country. There would be no difficulty in obtaining them by the use of circulars, setting forth the importance of having them bound as well as possible, so as to make the handsomest exhibition in our power. This, if made complete, or approximately so, will be as well as to transmit the libraries themselves, for it is the exception, and not the rule, to print catalogues of libraries in Europe. Not one in ten of the great foreign libraries has a printed catalogue.

"If all our town and city libraries send printed catalogues, we shall have over a thousand volumes of pretty large folios. But as we are to have so much transmitted, as a subsidiary matter in the representation of education, it would be important to have these catalogues thus prepared.

"Secondly, I would suggest that a tabular statement of the statistics of all the libraries be there exhibited, not in a printed form, perhaps, but as based upon circulars already issued by the Bureau of Education, and also the forms of the Boston Public Library. Answers to these inquiries, which are to be official, will be up to the latest date—up to November, 1872.

"Then there should be engrossed a large tabular statement of all the statistics of all the libraries, in general and in detail, on a sheet of considerable size, prepared with skill and taste, and perhaps in colors—at least in prominent letters and figures—so that it may be seen by all. Let it be seen conspicuously in the department of libraries.

"Thirdly, as a suggestion, an interchange should be proposed, through circulars, with European libraries, of catalogues, reports, and other documents. This third suggestion embraces, what seems to me, the most important measure, that these circulars should all be official, and should emanate through, or in co-operation with, the Bureau of Education.

"The correspondence is the main thing, and another great thing is time. It should be done soon. We shall get the money, but we cannot get time. Now is our opportunity."

Dr. Toner spoke of the importance of a representation of the medical literature and medical organizations of the country. He thought that, from studies he had already made, and some facilities he possessed, he could prepare something of this sort which would show the number of medical societies in each State and many interesting details in regard to them; also, the names of the medical periodicals.

General Van Buren thought the proposition of Dr. Toner an important one, and hoped the matter would be prosecuted, as the contribution which could thus be made would be very valuable.

The list of agricultural societies, &c., as furnished by Commissioner Watts, was then read by General Eaton.

A general discussion then took place as to the best method of accomplishing the purposes in view, and several motions were adopted, which, however, were embodied in the resolutions reported by the committees subsequently appointed.

On motion, it was voted to appoint a committee of three to make out a general plan to be presented to the meeting. The committee consisted of Hon. Mr. Harvey, of Ohio; Hon. Mr. Newell, of Maryland; and General Eaton.

On motion, it was also voted that a committee of three be appointed to report in regard to city school-systems and the work to be recommended to the city superintendents of schools. This committee was composed of Mr. Marble, of Worcester, Massachusetts; Mr. Stevenson, of Columbus, Ohio; and Mr. Lucky, of Pittsburgh, Pennsylvania.

The meeting then took a recess until 2 o'clock, at which hour the committees made the following reports:

REPORT OF COMMITTEE ON THE GENERAL PLAN.

Hon. Mr. Harvey, chairman of the committee on the general plan, reported the following preamble and resolutions, which were unanimously adopted:

Whereas the Austro-Hungarian government has expressed a special desire that the systems and statistics of education in the United States should be thoroughly exhibited at the International Exposition to be held at Vienna in 1873;

And whereas such exhibition will be of great advantage to the cause of popular intelligence at home as well as abroad, in awakening a general attention to, and interest in, the cause of universal education:

Resolved, (as the sense of this meeting,) That it is expedient that the educators of this country should undertake to represent American educational interests in the Exposition at Vienna, and that, with a view to the successful prosecution of this purpose, all State, county, and city school-officials are requested to co-operate in this matter in their respective

States; also, that officers in charge of colleges, professional schools, technical schools, libraries, museums, reformatory and benevolent institutions, be requested to lend their assistance.

Resolved, That the Annual Report of the Commissioner of Education should be forwarded as a summary of the educational statistics of the country.

Resolved, That there should be forwarded, bound in uniform style, the school-laws and latest school-reports from States, cities, and towns, as well as catalogues of the various educational, reformatory, and benevolent institutions and associations of the country.

Resolved, That the several State and city school-officers be requested to extend information of the action of this meeting and solicit co-operation from all persons connected with education in their respective localities.

Resolved, That the Commissioner of Education be requested to secure the publication of the action of this meeting, and so much of the programme presented by Baron Schwarz-Senborn, the chief commissioner on the part of Austria, as may be deemed best, for the information of school-officers in regard to the Exposition throughout the United States.

Resolved, That we commend to Congress the importance of this representation of our educational interests at Vienna, and that we earnestly request that an ample appropriation be made to carry out successfully this representation.

Resolved, That the United States commissioner to Vienna be requested to designate a council of educators to co-operate with the Commissioner of Education in the promotion of these plans.

Resolved, That we consider it exceedingly desirable that there should be a brief statement, embodying clearly the idea of the relation of the American free school to the American commonwealth; and we recommend to the Commissioner of Education that such a statement shall be prepared as can be signed generally by the educators of the country as a declaration of their sentiments.

REPORT OF THE COMMITTEE ON CITY SCHOOL-SYSTEMS, ETC.,

Mr. Marble, of Worcester, Massachusetts, proposed, on taking the chair, that Mr. Wilson, of Washington, D. C., be requested to sit as a member of the committee. Mr. Wilson accordingly was added to the committee.

After conversation and discussion, the following resolutions were adopted and presented by the chairman of the committee as its report to the meeting. The resolutions were adopted unanimously.

Resolved, That the superintendents of cities and the larger towns be requested to make out, in such form as the United States Bureau of Education shall devise, charts, showing, for each grade of their school-systems, the subjects of study by topics; the time occupied; the number of teachers; the number of pupils; the average salary of teachers; the

average age of pupils; and a statement showing the entire income and expenditure for school purposes; the income from local taxation only; the average cost per scholar for tuition, and the average total cost per scholar, and of such peculiarities (excellent or otherwise) of the system as they may deem necessary for a thorough understanding of the same.

Resolved, That superintendents be also requested to send to the Bureau of Education samples of writing, drawing, and map-drawing from some entire class or school in each grade, each specimen to be marked with the name, age, and grade of the producer, and to conform with the requirements of the management of the Exposition.

Resolved, That superintendents be also requested to send to the United States Bureau of Education a model of their best school-building, and views and ground-plans of such others* as they may deem fit, with items of information as to the cost, date, and material of construction, their size, furniture, method of ventilation, &c.

Resolved, That superintendents be requested to co-operate with the Bureau of Education in obtaining a full exhibit, by writing and otherwise, of all educational institutions and instrumentalities not comprehended in the public-school system, including kindergartens, private schools, academies, business colleges, professional and other higher institutions, libraries, museums, galleries, societies for mutual improvement, &c.

Resolved, That superintendents be also urged to procure a copy of each text-book, map, chart, and other school-publication, and of every article of school-furniture produced in their respective cities.

Resolved, That superintendents be especially recommended, in view of the official character of the United States Bureau of Education and its general utility, to furnish that office duplicates of the information, plans, &c., contributed to the Exposition, for storage and exhibition in the office, as the nucleus of an educational museum at Washington.

ADJOURNMENT.

The meeting then adjourned, each of its members animated with a determination to see to it that, so far as his influence extended, no effort should be spared to make the representation of the American system of education at the International Exposition at Vienna successful.

It can only be made a success by the voluntary efforts of all the various public-school officials throughout the different States. If successful, it will in itself be a notable proof of the power of that voluntary system of action in all public affairs which distinguishes America.

REMARKS.

The Commissioner of Education desires to call the special attention of educators to the foregoing resolutions of the convention.

It is his earnest purpose to do everything in his power, not only for the general success of the educational exhibition on the part of the

* See note on page 46, referring to the size of these plans.

United States, but for the assistance of every person interested in the subject or engaged in the collection of material.

To this end, he desires that every one wishing information respecting the subjects of this circular will address him "officially."

All official mail-matter for this Bureau is carried free of postage.

The Bureau of Education can thus receive, without expense to the senders, statistics, documents, charts, plans, reports, and other matter sent in conformity with the post-office regulations.

Rooms suitable for the storage of books, models, charts, &c., will be provided by the Bureau of Education in Washington, where these articles can be examined by the council of educators and forwarded to General Van Buren, chief commissioner on the part of the United States to the Vienna Exposition.

It is proposed to translate the statistics, and such other portions of the forthcoming national report on education, as shall seem advisable, into French and German, if the requisite authority can be obtained. In connection with these statistics, a historical statement of the origin and progress of each educational system in the country would be most valuable, so that every State and city system and every institution would be fairly represented.

The success of this representation can only be secured by the hearty co-operation of every educator in the country, and all are cordially invited to co-operate.

As the statistical portion of the annual report of the Bureau of Education for 1872 has been recommended by the convention as the statistical statement for the country, the Commissioner herewith publishes copies of the circulars of inquiry on the various subjects from which these tables are in process of compilation, and respectfully requests that every educator or superintendent who has not received, or who has not answered, the circulars of inquiry pertaining to this work, will be kind enough to answer the present inquiries as soon as possible and forward them to the United States Commissioner of Education, Washington, D. C., marked "Official."

Copies of the drawings and specifications of every patent granted by the United States Government during the year ended June 30, 1872, for improvements in school-furniture, &c., have been received from the Hon. M. D. Leggett, Commissioner of Patents, and they will be bound and forwarded as a part of the educational exhibit of the Union. Patentees who receive this circular are requested to send models of such of their inventions as relate in any way to school purposes to this Bureau for transmission to the Exposition in Vienna.

Any patentees, manufacturers, or publishers who may desire to have their plans, models, manufactures, and text-books upon exhibition at this Bureau, are invited to send duplicates of the articles sent to Vienna, to be stored and exhibited in the museum and library of the Bureau, where, it is hoped, in time, to have a complete collection of the results

of American invention and industry as applied to school purposes. It is hoped that every educational journal may be represented at Vienna by a specimen volume and such statement as its proprietors may desire to make.

The Commissioner invites attention to the abstract of the Vienna programmes, published in this circular, particularly to those items not usually included in formal educational reports.

It is hoped that our universities and colleges, institutions of technical education and those of superior instruction for females will take sufficient interest in the plan of representing the systems of American education at Vienna to secure a fitting exhibition of our institutions of higher education. It is suggested that each should prepare a history of the foundation and development of the institution, with examination-papers, catalogues of the college, and of the libraries and museums, &c., giving, in one volume, both a historical view and a view of the work now doing by the university. This book to be printed and bound in the best manner.

A collection, or, if that is not possible, a catalogue, of all the works that have been published by any officially connected with the college, would be of great interest as showing its influence upon the literature of the country.

In addition, photographic views of the buildings and surroundings of the institutions are suggested, and, if possible, interior views of libraries, museums, cabinets, and laboratories, to be mounted and exhibited, or to be placed in portfolios: the whole giving the most complete possible representation of the individual institution.

Such a presentation of each of our great institutions is possible, if undertaken with energy. Its advantages to those institutions that succeed in doing it, seem obvious.

It is also hoped that asylums, institutions for the mute and the blind, and reformatory institutions, will make a similar presentation.

It is desirable that all publishers, patentees, and manufacturers who intend to forward specimens of their publications, inventions, and products for exhibition at Vienna should correspond with the Commissioner of Education before forwarding the same. Letters marked "Official," addressed to this Bureau, are free of postage.

The limited time remaining for the preparation of an adequate representation at Vienna necessitates immediate and earnest effort on the part of all interested. As, however, it has been determined to attempt this representation, it is incumbent on all who feel a patriotic pride in their country's reputation to see to it that their own town, city, and State are properly represented. The interest already manifested in many cities and States is most gratifying and encouraging.

While recognizing the embarrassments that will be met by every educator in endeavoring to represent fairly, in so short a time, the interests with which he is connected, and realizing the disadvantages under

which we enter into competition with the nations of Europe, owing to our great distance from Vienna, as well as the limited time remaining for preparation, the Commissioner, though greatly taxed by the current business of the Bureau, desires in every way to contribute, so far as may be in his power, to securing the fullest possible representation of the American system of education in all those phases which admit of such representation at Vienna, and, while offering the most hearty co-operation, invites the suggestions and aid of all American citizens interested in this commendable purpose.

With a view to securing the desired results, A. R. Spofford, esq., Librarian of Congress, has been requested to assist the Commissioner of Education in the preparation of material from libraries; Dr. J. M. Toner, in the preparation of material showing the condition and progress of medical education; and Professor Joseph Henry, secretary of the Smithsonian Institution, in the preparation of matter respecting museums and scientific associations. Hon. Duane Doty, superintendent of schools, Detroit, will assist in initiating the statement in regard to the school-systems of the country. Professor Fay, acting president of the National Deaf-Mute College, Washington, D. C., and Dr. S. G. Howe, superintendent of the Perkins Institute for the Blind,* Boston, Massachusetts, have been requested to co-operate with the Commissioner in preparing the representation of the instruction of deaf-mutes and the blind; and, in accordance with one of the foregoing resolutions, the following committee has been designated by General Van Buren to assist the Commissioner of Education in the selection and preparation of material for the general representation:

STATE SUPERINTENDENTS.

Hon. J. P. Wickersham, Harrisburgh, Pennsylvania.

Hon. M. A. Newell, Baltimore, Maryland.

Hon. T. W. Harvey, Columbus, Ohio.

Hon. Newton Bateman, Springfield, Illinois.

Hon. W. H. Ruffner, Richmond, Virginia.

CITY SUPERINTENDENTS.

Hon. J. D. Philbrick, Boston, Massachusetts.

Hon. J. O. Wilson, Washington, D. C.

Hon. Duane Doty, Detroit, Michigan.

Hon. W. T. Harris, Saint Louis, Missouri.

Hon. Henry Kiddle, New York City.

*From Wolfram's Allgemeine Schul-Chronik (General Educational Chronicle) for 1871:

"The well-known teacher of the deaf and dumb, Professor Hübner, in Vienna, has been commissioned to prepare a complete collection of apparatus and aids for instruction of children deprived of one or more of their senses (deaf and dumb, blind, idiots, &c.) for the Vienna Exposition of 1873. A sum of 100,000 florins (about \$50,000 in gold) has been appropriated for this purpose, and Professor Hübner has been promised a special pavilion for his exhibition."

E X T R A C T S

FROM THE

OFFICIAL PROGRAMMES ISSUED BY THE GENERAL
MANAGER OF THE VIENNA EXPOSITION.

EXTRACTS FROM THE OFFICIAL PROGRAMMES ISSUED BY THE GENERAL MANAGER OF THE VIENNA EXPOSITION.

PROGRAMME No. 1.

UNIVERSAL EXHIBITION, 1873, IN VIENNA, UNDER THE HIGHEST PATRONAGE
OF HIS IMPERIAL AND ROYAL APOSTOLIC MAJESTY.

Protector : His imperial highness the Archduke *Charles Lewis*.

Imperial Commission : President, his imperial highness the Archduke *Régnier* ; 6 vice-presidents ; 168 members of the commission.

General Manager : His excellency the Baron *William von Schwarzenborn*, privy counsellor of His Imperial and Royal Majesty, deputy consul-general in Paris, and late chief commissioner of the imperial and royal government at the Universal Exhibitions in London, 1851 and 1862, and Paris, 1855.

PROGRAMME No. 2.

Under the august patronage of His Imperial and Royal Majesty the Emperor, an International Exhibition will be held at Vienna in the year 1873, having for its aim to represent the present state of modern civilization, and the entire sphere of national economy, and to promote its further development and progress.

This Exhibition will take place in buildings especially erected for the purpose in the imperial park called the Prater. It will be opened on the 1st of May, 1873, and closed on the 31st of October of the same year.

The following is the classification adopted for the objects exhibited, separating them into 26 groups :

- Group 1. Mining, quarrying, and metallurgy.
- Group 2. Agriculture, horticulture, and forestry.
- Group 3. Chemical industry.
- Group 4. Articles of food as products of industry.
- Group 5. Textile industry and clothing.
- Group 6. Leather and India-rubber industry.
- Group 7. Metal industry.
- Group 8. Wood industry.
- Group 9. Stone, earthenware, and glass industry.
- Group 10. Small ware and fancy goods.
- Group 11. Paper industry and stationery.
- Group 12. Graphic arts and industrial drawing.
- Group 13. Machinery and means of transport.
- Group 14. Philosophical instruments, surgical instruments.

Group 15. Musical instruments.

Group 16. The art of war.

Group 17. The navy.

Group 18. Civil engineering, public works, and architecture.

Group 19. The private dwelling-house—its inner arrangement and decoration.

Group 20. The farm-house—its arrangements, furniture, and utensils.

Group 21. National domestic industry.

Group 22. Representation of the influence of museums of fine arts applied to industry.

Group 23. Art applied to religion.

Group 24. Objects of fine arts of the past, exhibited by amateurs and owners of collections.

Group 25. Fine arts of the present time.

Group 26. Education, teaching, and instruction.

This group will contain—

- (a) A representation of all objects and inventions which can assist in the education of a child and contribute to its physical, intellectual, and moral development from its birth to the time of its entering school.
- (b) Educational and school matters, from the elementary school upward to the technical school and the university.
- (c) The entire system of instruction and culture, so far as it can be brought into view by products of literature, of the public press societies, public libraries, graphic and statistical records.

* * * * *

An international jury will be appointed to award the prizes. Each exhibitor must declare whether he wishes to submit to the judgment of the jury or not.

In the latter case, the object exhibited will be ticketed, "*Hors concours*." (No competitor.)

The awards granted by the jury will be as follows :

A. For the fine arts, the prize will be given in the form of a medal for fine arts.

B. For the other objects exhibited the prizes will be as follows :

- (a) Exhibitors in former universal exhibitions will receive, for the progress they have made since the last exhibition, a medal for progress.
- (b) Exhibitors for the first time taking part in a universal exhibition will receive, as reward for the merit they have shown in a national, economical, or technical point of view, the medal for merit.
- (c) Exhibitors whose productions fulfill all the conditions of refined taste, in color or in form, will have the medal for taste.
- (d) There will also be given diplomas of merit, similar to the honorable mention of former universal exhibitions.

- C. The assistants and workmen who, according to the statements made by the exhibitors, have taken a notable part in the production of a rewarded object shall have the medal for co-operation.
- D. The merits of individuals or corporations that have promoted the education of the people, the development of industry, or the national economy, or have specially promoted the intellectual, moral, or material welfare of the working classes, shall be rewarded by special diplomas of honor.

PROGRAMME No. 3, GROUP 26.

Education, teaching, and instruction.

- A. Education: Exhibition of all the arrangements and contrivances for the better nursing, training, and rearing of children; their physical and mental development from the earliest days of their life up to school-time; their nourishment, cradles, nurseries, children's gardens, child-games and amusements, child-gymnastics, &c.
- B. Teaching: Exhibition of school-houses and school-apparatus in models, drawings, and examples. Exhibition of means of instruction. Description and illustrations of methods of instruction. History and statistics of a school, its organization and laws.
 - (a) Elementary schools: This department will include apparatus for the instruction of the blind, deaf and dumb, and idiots.
 - (b) Middle schools, comprehending gymnasim, *realschulen*, or schools wherein exact science and modern languages are taught.
 - (c) Professional and technical colleges.
 - (d) Universities.
- C. Instruction in the more limited sense: Instruction of adults through literature, the public press, public libraries and educational societies, and associations for instruction.

SPECIAL PROGRAMME FOR GROUP No. 26.

Education, teaching, and instruction.

The reasons which assign to education, teaching, and instruction a prominent rank among the objects of the Exhibition are of a twofold character:

The first is founded upon the causal connection between those spiritual motors and the production of labor, the products of which enter into competition in such an exhibition; the second, and by far more important, is based upon the circumstance that the value of human life extends beyond this labor and its results, beyond the mere production of goods, in the material sense of the word; that the competition of

nations celebrates its triumphs, even in the domains of spiritual and moral relations. In conformance with its nomenclature, this group is subdivided into three parts :

A. Education.

Whatsoever within this group can be represented to the eye will be comprised in the "Infants' Pavilion." (See special programme, group 26, subdivision *a*.) Much that belongs to education is not, cannot be seen; therefore it can only be explained and made tangible in its results. To this division belong graphical representations of the bodily development of the child, written and figurative descriptions from the sphere of didactics, statistics (in the widest sense of the word) of mortality among children, of foundlings, of the "crèches," of the children's home, the children's garden, &c.

The connection between the first subdivision of this group and the second is formed by gymnastics, with the apparatus and statistics belonging to them, which again stand in the closest relation with juvenile military exercise and similar modes of employment.

B. Teaching.

An exhibition of objects of instruction must not only extend to all grades of schools of general culture, beginning with the national school, extending through the several branches of the middle-class schools, up to the university, but must also extend to all kinds of special and professional schools, for farming and forestry, mining industry, commerce, the different groups of art and science, and the manifold classes of calling in life.

This exhibition begins in every single category. With the school-room, models of school-houses up to their natural dimensions are only important as regards the one classed "national school," because its useful significance is most intimately connected with the country and its inhabitants, and endeavors to assimilate itself most completely with their diverse circumstances. In all other kinds of schools, instructively-arranged plans* and views do much better service.

The furnishing of a school-room forms a very important object of every exhibition. Whereas, hitherto, the hygiene of a school occupied itself principally with the school-room, its dimensions, cleanliness, airing, lighting, and warming, of late it has applied itself to a series of valuable studies concerning the school-utensils. The nature and manner of setting up of the foot-boards, the construction and position of desks appertaining thereto, the materials and outfit of school-tablets, are in the present day objects of the most careful discussion, toward

* The sizes of which will be chosen according to the following scale: For universities, $\frac{1}{100}$ part of their exact dimensions; for middle-class and national schools, $\frac{1}{50}$ part of their exact dimensions; for ground-plans of groups of school-buildings, botanical gardens, and so on, $\frac{1}{200}$ part of their exact dimensions; and, lastly, as a unit-scale of the size of plans, length $\frac{1}{100}$ of a French meter, and height $\frac{1}{100}$ of the same.

which a comparative representation (either of the objects themselves or drawings of them) will contribute abundant material.

The aforementioned buildings for the one classed "national school" are to be exhibited with the whole of their belongings.

Passing on to the means of learning, properly so called, which are found in the hand of the scholar, the following objects are specially mentioned as particularly interesting for the Exhibition :

- (a) Teaching and reading books, of which the most complete collection possible, for each country, is in the highest degree desirable.
- (b) Writing and drawing books, with the indication of all improvements tending in the most diversified manner to enhance their instructive didactic usefulness.
- (c) Writing and drawing utensils, with representations of their various uses.
- (d) Slates, hand-atlases, auxiliary books, and other means of assistance for self-instruction. The transition from these means of learning to the proper means of imparting instruction forms the school-library, which, on the one hand, comprises (in the extreme sense of the word) the large region of juvenile reading, while, on the other hand, it includes the means of the instructive didactic improvement of teachers. Catalogues of such libraries, showing their importance in every degree of instruction, and tables showing the actual extent to which they have been used, will illustrate most impartially the development of this most important institution in separate countries and places.

The chief contents of all previous exhibitions of objects of instruction were formed of the means of teaching, which are certainly also the most fitted for a representation. It cannot be the task of the present programme, even to a moderate extent, to enumerate their species ; but in order to prevent any object of importance from being overlooked the following will be specially mentioned here :

1. Objects, models, and representations for ocular instruction in national schools ; as regards the first named, especially such collections as refer to local production and are selected by the teachers themselves ; and, as regards the representation, such, also, as promote the cultivation of the knowledge of our homes.

2. Apparatus for the assistance of instruction in reading, beginning with idiography of sounds up to the composition-board, and other appliances of movable letters.

3. Copy-books for writing and drawing ; introduction of every degree, up to the helps for auxiliary stenographical instruction, wire and plastic models, and the apparatus for the representation of the teaching of projections and perspective, &c.

4. The means for the teaching of arithmetic, such as reckoning-squares.

reckoning-machines, reckoning-tablets, reckoning-chains, and apparatus for measuring squares and cubes.

5. Maps, with special regard to the different methods of representing orographical, hydrographical, topographical, climatographical, ethnographical, historical, and statistical particulars; globes, and raised maps, (*en relief*.)

6. Collection of pictures for geographical and historical instruction in all their branches; weapons, dresses, &c., and the use of the stereoscope for the exhibition of such objects in groups.

7. Plans and (descriptive) catalogues, as well as single prominent parts of collections of natural history for school purposes; helps for instruction in crystallography; geological and geognostical collections; samples of various methods for composing herbaries, botanical tablets, zoölogical bodies, but especially the skeletons and preparations, illustrations and models of entire animals or single constituent parts of the human or animal body.

8. Plans and (descriptive) catalogues, as also single prominent parts of physical collections for school purposes; of collections for instruction in mathematics, geodesy, and astronomy; apparatus and tablets for physics, tellurians, planetaries, &c.

9. Plans of chemical laboratories, (descriptive) catalogues, and single prominent parts of collections for chemical instruction, graphical representations of chemical relations, tables for general and technological chemistry.

10. Plans and (descriptive) catalogues of single prominent parts of collections for instruction in architecture, road-surveying, water-engineering, civil-engineering, and mechanical technology.

11. Plans, (descriptive) catalogues, and single prominent parts of collections for instruction in farming, forestry, industry, commerce, and the like.

12. Plans, (descriptive) catalogues, and single prominent parts of collections for instruction in the departments of fine arts, music, &c.

Particular care must be directed to the description and representation of the method in which such helps for instruction are used, and particularly with the view of facilitating their constant employment by a comparatively large number of pupils.

Lastly, representations of the results of instruction may be added to the objects of the Exhibition considered in this category. It is true, we here touch upon a domain which cannot, for the most part, be represented to the senses. But, although the results of instruction have their origin in the mind, in some cases they are capable of ocular demonstration. To this department belongs, in the first place, scholars' work, on the supposition that the entire work connected with any particular department of study, or of several combined, be exhibited, which work is produced by all the pupils of one class during one year without any alterations—that is, without corrections or additions by the teacher.

It is only on this supposition that it is thought allowable and desirable to admit scholars' work among the objects of the Exhibition. Because instruction offers, both in its results and in the entirety of its arrangement, so much that cannot be represented to the senses, therefore an exhibition of objects of instruction, in order to be impartially valued, requires to be supplemented. This supplement consists of the statistics of instruction. Although, for a long period, doubt prevailed about the possibility of such statistics, because the one element of statistical representation, "synopsis," or the graphical transformation of the same, was taken for the only one existing, yet now we have arrived at the conclusion, founded upon the description of data and results achieved, that it is not only possible, but also that there is every possibility of obtaining international statistics of instruction, and that it is possible to give corresponding expressions to even the most heterogeneous matters of fact.

It is only by the help of such statistics that the way can be found out of the labyrinth of opposite systems which compete with one another in the field of instruction, and they alone can furnish states, as well as individuals, with the means of preserving and improving the intellectual inheritance of former centuries.

Accordingly, the Statistical Congress has already repeatedly been engaged in arranging the formulas for statistics of instruction, (both in word, figure, and map;) and the treatise on a general "*statistique internationale*," resolved upon by this congress, has led to the sketching of formulas with full details by the imperial royal direction for administrative statistics in Vienna, which will be distributed, as an appendix to this special programme, to home and foreign commissions.

Following this plan, each country can send in its respective statistics of instruction for the use of the Exhibition, and render assistance, communicating, as copiously as possible, monographies and other comprehensive literary productions.

C. Instruction.

Among the most important points under this head, lying beyond the sphere of the school, but of the most influential character in national life, we may mention the daily press, editorial compositions, collections, and associations for the purpose of instruction. The extent and activity of the daily press may be best demonstrated by exhibiting one number or several numbers of newspapers, or other periodicals, published in particular countries in the course of the year 1872, or by giving details as to the period of their existence, their proprietors and editors, the price of subscription, and the number of copies printed. It will be desirable for each country to supplement this object of the Exhibition with a sketch of the laws of the press and a statistical review of the development of the daily press since the year 1851.

Midway between the daily press and more important editorial productions, we meet with the literature of pamphlets, which, in the present

day, plays so important a part that it would be very instructive if the pamphlets published in particular countries during the year 1872 were collected for the Exhibition. It cannot, in the most remote degree, be intended to bring together a complete collection of all the productions of the book-market of the year 1872, including maps, musical compositions, lithographs, and similar productions, but each country may present a descriptive catalogue, professionally arranged, of the productions of the book-market for the last few years, and this may be supplemented by notes on the organization of editorial traffic, on the history and statistics of eminent editorial firms, and on the trade in books, maps, &c., in foreign parts. As a specimen of the system which may be recommended for such a catalogue, one may be mentioned, which is published every half year by and for the German book-trade, and known by the name of "Heinrich's Book Catalogue."

Next to this department of the Exhibition comes the representation of collections for arts and sciences.

Plans and (descriptive) professional catalogues are solicited at least from all those museums and similar institutions which are either generally or partially accessible. As regards the statistics of these collections and the use to be made of them, the formulas, with full details, which were sketched by the Statistical Congress of Florence in the year 1867 will be communicated along with the formulas mentioned above. It should, therefore, be the aim of the commissions for the Exhibition in each country to get these formulas filled up as completely as possible.

Without wishing to exclude any other institution for the promotion of general or professional culture, we will here only mention associations for the purposes of instruction. Complete statistics of the associations of each country would certainly be most instructive; but, for the object here in view, it would suffice to produce statistics referring to associations for education, teaching, and instruction, for the cultivation and development of science, with reference to each, the period of its existence, the object expressed by its laws and regulations, the number of members in the year 1872, the property of the association and its yearly finances, and the most important data of its proceedings.

To attain to the greatest possible uniformity in these particulars, special formulas will also be communicated as a supplement to this special programme. Wherever the laws and yearly reports of an association exist in print, they should be added to the statistical table, and that, too, for a period extending over a considerable number of years.

GROUP 26, SUBDIVISION A.

THE INFANTS' PAVILION.

The Exhibition of 1873 in Vienna would scarcely accomplish its task as a Universal Exhibition if it did not include the most beautiful part of the world—a remnant of a lost paradise. It could scarcely be called

generally international if the most beloved and most lovable race, the children's world, were excluded; and, by the suggestion of an honored member of the imperial commission, Mr. Julius Hirsch, the chief manager has singled out a special branch from group 26 to be devoted to education, teaching, and instruction, in which all that refers to the child up to its entrance into school is to be represented. The Universal Exhibition of 1873 will not thereby introduce anything absolutely new, for all previous exhibitions have represented some object or another from the children's world; but now, for the first time, it is intended to represent the epoch of infancy as a complete whole, in order to make it all the more attractive, convenient, and available for the promotion of the most important branch of training and education, and also all the more interesting from the peculiar attractiveness which everything possesses connected with the nursery and the play-ground. For this purpose, a particular building will be erected for this Exhibition, to be called the Infants' Pavilion. It will offer much of an instructive character, particularly to the female sex visiting the Exhibition, by enabling them to compare the various systems of education of different nations and classes; but the individual of the male sex likewise will derive much instruction from the nursery of this pavilion, which will remind him of what is dearest to him in life, offering recreation, refreshment, and amusement, and giving many a valuable hint for the improvement of the nursery at home, and many a suggestion for a souvenir to take home from his visit to the Exhibition, for the benefit of his own children or those of relatives and friends. Everything referring to the nursing, training, and education of the child, its physical and mental development from its infancy till its entrance into school, will be a proper object for this subsection of the Exhibition.

In the first place, then, we will include the arrangement and furnishing of the nursery-home; the arrangement and furnishing of the nursery, the cradle and the cot; linen, baby-linen, and clothing; drinking-vessels; preventives against danger, particularly in those cases in which the immediate oversight of the parents is wanting for any length of time; toys and playthings, with special reference to the development of the finer senses, such as the taste for colors, the musical ear, exercise of the limbs, and the first incitement given to the awakening mind; the first means for teaching—primers, ciphering-boards, proverbial sayings calligraphically executed on the wall of the nursery; children's musical instruments; nursery rhymes; pictures, and figures for elementary intuitive teaching; nursery books of all kinds; contrivances for the prevention of squinting, of crooked postures, stuttering, and defective pronunciation; contrivances for the washing and bathing of infants; the representations of the different methods of carrying children and protecting them while traveling, in models and figures, or photographs and drawings; particular means of nourishment, food and drinks for children of the most tender age and in their

first years; substitutes for mothers' nursing and wet-nursing; the first needful home remedies and pharmaceutical drugs in a form agreeable and palatable to children.

In the second place, this Exhibition comprises samples, models, drawings, and the arrangement and furnishing of establishments for orphans and children temporarily or entirely educated out of the parent's home. To this belong the foundling-asylum, the orphanage, the children's home, "erèches," public baths for children, children's gardens, and all common play-grounds and games for children.

For the exhibition of this subdivision the same principle is maintained, according to which every nation taking a share is at liberty to arrange its exhibition on its own plan; but, in order to combine with this liberty of the individual exhibition the general view and representation of the whole, this particular pavilion has been suggested, in which a number of alcoves will afford space to represent nurseries arranged and furnished in their entirety. Accordingly, notice of the exhibition of objects intended for the infants' pavilion may be given separately, and these objects will be admitted according to the space at command, and on condition that a committee, specially appointed, shall uniformly arrange the exhibition in this pavilion as a whole.

INSTRUCTION AND FORMULARIES FOR STATISTICS OF TEACHING.

In the special programme for group 26, (education, teaching, instruction,) it was remarked and shown that an exhibition of objects of teaching requires the statistics of teaching as an indispensable supplement. To insure the greatest possible uniformity in the data required, the annexed formularies are now given.*

The greater part of them have been prepared and immediately carried out by the imperial royal statistic central commission for Austrian institutions, according to the suggestions given by the Statistical Congress. With regard to the data concerning picture-galleries, archives, libraries, and museums, the decisions of the Statistical Congress at Florence of the year 1867 are given. Considering the great diversity which exists relative to the arrangements for public instruction in different states, the object of the present communication cannot be to enforce a literal application in all other countries of the formularies given for Austria. It is much more desired that other countries should avail themselves of the fundamental principles of these statistic exhibitions, so far as they are available for their own institutions. If individual countries should be able to give these data for a lengthened period of years, this would contribute not a little toward making the results clearer and more instructive; at all events, it is expected that for one year, taken as nearly as possible from the present period of time, a fully-detailed exhibition of single data will be given.

* Instead of which see schedule on pp. 63-76.

GENERAL REGULATIONS FOR THE FOREIGN EXHIBITORS AND COMMISSIONS.

I.—GENERAL DIRECTIONS.

1. Under the patronage of His Most Gracious Imperial and Royal Apostolic Majesty, and under the protectorate of his imperial highness the Archduke Charles Lewis, the Exhibition will take place in the Prater, in buildings erected especially for the purpose, and in the surrounding park and gardens. It will be opened on the 1st of May, 1873, and closed on the 31st of October of the same year.

2. Under the presidency of his imperial highness the Archduke Régnier, an imperial commission has been formed for the purpose of representation and of discussing all general questions concerning the Exhibition.

3. His Majesty has intrusted the direction of the Exhibition to the privy counsellor Baron von Schwarz-Senborn, as chief manager.

4. Foreign governments are invited to appoint commissioners, with whom the chief manager will stand in direct communication.

5. These commissioners will have to represent the interests of their countrymen in all questions relating to the Exhibition and do their best duty to carry out its programme.

6. Their task will be more particularly to issue invitations to take part in the Exhibition, to receive applications for space, to decide on the admission of objects announced, and to take charge of the forwarding, exhibiting, and returning of the objects of the Exhibition, in accordance with the regulations laid down.

7. Lists of the exhibitors, as well as detailed plans, showing the space allotted and each single object to be exhibited, must be sent in by the foreign commissions before the 1st of January, 1873, at the latest, so that the exigencies of the respective countries may be taken into account in organizing the interior arrangement of the Exhibition buildings.

8. The exhibitors will not have to pay the expenses of a boarded floor or of a closed ceiling, or contribute to the laying out of the adjoining gardens.

All these expenses will be paid out of the Exhibition fund; but in return a total sum will be paid by each foreign nation for the whole cubic space allotted to it in the industrial palace and the machinery hall, with a given fixed ground-floor, and calculated by the square meter, according to the following tariff, Austrian currency:

	Florins.
In the industrial palace	10
In the machinery hall	4

In the other parts of the Exhibition and adjoining grounds the charges for hired space will be calculated by square meter, according to the following tariff, Austrian currency:

In the court-yards of the industrial palace	4
In the park	0
In the open air	1
In the space to be covered at the expense of the Exhibition	3

Exhibitors of objects of fine art and of those for the "Exposition des Amateurs" have no charge whatever to pay for space.

9. The chief manager will enter into communication with the railway and steamboat companies of Austria and Hungary, in order to procure reductions of rates for the conveyance of objects for the Exhibition. The foreign commissions are also invited to enter into communication with the railway and steamboat companies of their countries for the same purpose, and to communicate by the 1st of May, 1873, to the chief manager the reductions which they have obtained.

10. The Exhibition grounds will be considered as a bonded warehouse, and objects which are monopolies in Austria may also be exhibited without any hinderance.

11. Objects exhibited can only be removed before the closing of the Exhibition by special permission of the chief manager.

12. Immediately after the close of the Exhibition, the exhibitors must attend to the packing and removal of their goods and fittings. These operations must be finished by the 31st of December, 1873. The goods, packages, and erections which may not have been removed by the exhibitors or their representatives after this term has expired will be deposited, if they are of sufficient value, in warehouses, at the cost and risk of the exhibitors. The objects which may not have been removed out of these warehouses by the 30th June, 1874, will be sold publicly; the net proceeds of the sale will be employed in augmenting the collections of an institute for promoting the instruction of small tradespeople and of workmen in Vienna.

13. The objects exhibited will be submitted to the judgment of an international jury, for which special regulations will be published.

14. An official general catalogue will be published, the arrangement of which will be made known later on. In order that this catalogue may be published in time, the foreign commissions are requested to send the necessary data at the latest on the 1st January, 1873.

15. A special locality will be provided in the Exhibition grounds where exhibitors can sell publications relating to the Exhibition and to the objects which they exhibit, (such as illustrated catalogues, current prices, &c.)

16. Popular lectures and industrial, technical, or scientific demonstrations will be arranged in a special lecture-hall built for that purpose. Nevertheless, the chief manager must be informed of the lectures.

17. Special regulations and programmes will be published for the works of fine art, for the exhibition of machinery, for additional and

temporary exhibitions, for single groups and special dispositions, as tasting-pavilions, cellars, &c.

18. Each exhibitor is engaged to acknowledge and keep regulations.

II.—ADMISSION AND CLASSIFICATION OF GOODS.

20. Moreover, the chief manager reserves to himself the right to remove all goods from the Exhibition buildings which may seem injurious by their quantity or nature, or which may appear incompatible with the purpose and regulations of the Exhibition.

21. The consignment of each single exhibitor must be accompanied by a certificate of admission issued by the commission of his country.

The following extracts from the circular of Commissioner Van Buren are inserted, as showing in brief something of the plan of the proposed Exposition; also, the effort now making to insure a fair representation of American interests.

In New York City, some thirty of the leading citizens constitute an advisory board, to aid the Commissioner by taking charge of different interests.

Judge H. C. Van Vorst, 106 Broadway, New York City, is placed in charge of Group XXVI, comprising *Education, Teaching, and Instruction*, and has co-operating with him the following well-known educators: Hon. Henry Kiddle, superintendent of New York city schools; Howard Crosby, D. D., chancellor of the University of the City of New York; Alexander H. Webb, LL.D., president of the College of the City of New York; Thomas Hunter, A. M., president Normal College, New York City; Thomas H. Gallaudet, D. D., New York City; Professor Tisdale, Cooper Institute, New York City.

[Circular-Letter.]

UNITED STATES COMMISSIONER TO INTERNATIONAL

EXPOSITION AT VIENNA, AUSTRIA, IN 1873,
51 Chambers Street, New York, November 15, 1872.

The importance of the great Exhibition of the arts and industries of the world at the Austrian capital to our merchants, mechanics, manufacturers, and inventors, and to the nation at large, can scarcely be overestimated.

No expense or effort is being spared to make it the largest, most comprehensive, and most magnificent ever held.

The park in which the buildings are being erected has an area of over 900 acres. The main building, known as the "Palace of Industry," is to be about 3,000 feet in length by 82 feet in width. This is crossed by 32 transepts, each 347 feet long by 50 feet wide. The grand central

dome, embracing an area more than double that of St. Peter's at Rome, rests upon pillars 80 feet high, has a span of 354 feet, and rises in a clear unbroken arch 250 feet from the floor. The department devoted to the United States, in the extreme western transept, is most favorably situated, being the one nearest the city and therefore directly in the path of the vast throng who may visit the building upon foot or by the street-cars.

The machinery hall is to be a separate building, 2,600 feet long by 150 feet wide, standing parallel with the industrial palaces, but about 400 feet distant. Our space in this building is also at the western end.

The hall for the reception of agricultural machinery, the size of which has not yet been communicated to this commission, is to be erected in another part of the grounds.

A large amount of space in the open air has also been reserved for our use, on which it is expected we shall erect such buildings as may be appropriate and necessary.

The entire buildings and grounds will include an extent nearly six times larger than that occupied by the Exhibition at Paris in 1867.

At the earnest solicitation of the chief manager of the Exhibition, Baron Schwarz-Senborn, the undersigned is making arrangements to have a model exhibited of one of our best common-school buildings, furnished with desks and seats and all the paraphernalia of teaching. From the different States, advices are daily reaching this office that copies of school-books, educational reports, and laws connected with our system of education are being forwarded, to be exhibited with the school-house and afterward presented to the Austrian government.

There are some features of the patent-laws of most of the European countries which are objectionable to inventors. A patentee is required by the laws of Austria to manufacture the patented article in that empire within one year from obtaining the patent, or the latter becomes void. The desire, however, among the Austrian and Hungarian people, to secure a respectable display of American machinery and inventions, is very strong, and the authorities are expressing their determination to do all in their power to protect inventors and patentees against piracy and annoyance.

Already a law has been passed by the Austro-Hungarian Parliament, granting the right to every exhibitor to obtain from the general manager a certificate, free of charge, which certificate will act as a full patent during the Exhibition and for two months afterward, and may then be turned into a patent by the payment of a fee of less than eleven dollars.

On the 6th of April, 1872, there was ratified between the governments of Austro-Hungary and the United States a treaty upon trade-marks, which provides that any trade-mark used in either country to designate the origin or quality of any article shall fully protect such article, and places American owners and inventors, when using such trade-mark in Austria, in the same position as Austrians occupy in our country.

In addition to this, the undersigned has urged upon the Department of State the propriety of a convention for the formation of a further treaty between the two governments, which shall abrogate that portion of the patent-laws of Austria which requires the manufacture of patented articles in that country, and in all respects place our patentees in Austria on a level with Austrian patentees in the United States.

A draft of such treaty has been prepared, and the undersigned has the strongest hope of its speedy consideration and adoption.

Applications from exhibitors are now reaching this office from all parts of the country, and others who desire space should apply for blank forms as soon as possible.

The latest date at which such applications will be received cannot now be stated, but will be published hereafter.

It is hoped and believed that Congress will make provision for the transportation of the Exhibition articles, of which due notice will be given.

In some quarters, opposition is manifesting itself to an appropriation by Congress for the expenses of the American department of the Exhibition, but there is every reason to believe that the appropriation will be made early in December, and our country will not be disgraced by a parsimony as contemptible as it would be unwise and inexcusable.

The Exhibition will not be a mere advertising agency, as these croakers would have us believe, but a great gathering of the productions of all the earth and a friendly contest for national superiority.

Information upon matters connected with the Exhibition will be cheerfully given on personal or written application to this office.

THOMAS B. VAN BUREN,
United States Commissioner-General, &c., &c.,
51 Chambers Street, New York City.

SWISS EDUCATION AT THE VIENNA EXPOSITION OF 1873. CIRCULAR OF THE COMMITTEE FOR SWISS EDUCATIONAL STATISTICS AT THE VIENNA EXPOSITION, APPOINTED BY THE FEDERAL COUNCIL.

[From the *Schweitzer Grenzpost*, (published daily at Basle, Switzerland.) Basle, October 17, 1872. Furnished to the Bureau of Education by the courtesy of John Hitz, esq., consul-general for the Republic of Switzerland.]

According to the programme of the Exposition to be held in Vienna next year, it is intended to represent not only the material, but likewise the mental, development of the different nations. This representation is to consist, first, of all the educational apparatus and aids to education, in the widest sense of the word; secondly, a statistical exhibit of the whole field of education in each country, for which purpose special programmes have been distributed. Considering the great importance of this subject, it is a matter of national honor for Switzerland not to be

behindhand in this competition of all civilized nations, every one of whom will do their very utmost in this respect, but to bear full witness of the liberal spirit which animates Switzerland and her citizens. Though our country is but small, it may boldly place its schools and its educational systems by the side of those of larger and wealthier nations, and prove that the republic knows how to appreciate those mental goods which are the only guarantee of her existence. This work will also prove of great use to ourselves, for, although we possess excellent educational exhibits from the different cantons, these are not sufficient to give a true impression of education in the whole of Switzerland.

In view of these considerations, the federal department of the interior has appointed a committee which is to have the special care of this part of the exposition. Regarding educational statistics, this committee first discussed the question whether it would be better to give full liberty to each canton in how far it wished to represent its educational system at the Vienna Exposition, or whether it would answer the purpose better to have all cantons prepare their statistics according to uniform schedules. The committee was unanimously in favor of the latter way of proceeding, for, although, with the exception of the federal polytechnic school, education is left entirely to each canton, it is proper that on such an occasion Switzerland should be represented as a nation, and besides it will be exceedingly useful and beneficial for the separate cantons thus to be able to institute comparisons among each other. The committee has therefore drawn up schedules, which make a uniform exhibit possible. The committee of the Vienna Exposition, whose schedules are well known, only desires that the different states should adopt their leading features and adapt them to their own use. Although there is the greatest diversity in the systems of the different cantons, most of them have certain uniform characteristics. It was, therefore, no easy matter to draw up a formulary which would do justice to local peculiarities without sacrificing the uniformity. The committee believes, however, that in its schedules it has taken the best plan that could be adopted.

* * * * *

These schedules embrace all the educational institutions in Switzerland, both public and private. For these two kinds of schools, different schedules have been made out, and it may be remarked here that, owing to the great difference in the school-legislation of the different cantons, the term "public schools" had to be used in a wider sense than is usually done.

In these schedules the term "public schools" embraces all those institutions which are prescribed by the cantonal law, those that have been established by the municipalities, and by different religious and secular societies, with a view of spreading knowledge, but without the idea of making money thereby. The term "private schools" only embraces those institutions which are the means of making a living for their founders

or proprietors. After the schedules have been filled out, it is left to the cantons in how far they wish to number the institutions which are not prescribed by law (*e. g.*, such as are maintained by the municipalities) among the public schools, or how they wish to group the existing institutions. But if there is to be a complete comparableness of these statistics, it is absolutely necessary that those institutions also which in the usual sense of the word are not called "public" must answer the same questions as those commonly called "public." We only mention in this connection the secondary schools, the industrial and agricultural schools for adults, and the female industrial schools, which in some cantons are supported by the canton, in others by the municipalities, by corporations, or societies, with or without aid from the cantonal treasury, but which agree in all the leading features.

ACTION BY SWISS GOVERNMENT.

The government of Switzerland has appropriated 400,000 francs toward the representation of the national system of education at the Vienna Exposition, and 60,000 francs for the purpose of sending mechanics there, provided the cantons will raise a similar amount for the purpose.

FORMS OF CIRCULARS AND BLANK SCHEDULES.

FORMS OF CIRCULARS AND BLANK SCHEDULES USED BY
THE BUREAU OF EDUCATION FOR COLLECTING STATIS-
TICS FOR THE ANNUAL REPORT OF THE COMMISSIONER
OF EDUCATION.

(SPECIMEN OF CIRCULAR-LETTER.)

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,
Washington, D. C., September 14, 1872.

SIR: In accordance with our annual custom, we have prepared the accompanying schedule of "inquiries respecting universities and colleges," the replies to which will, we trust, enable us to give in our forthcoming annual report a more correct and valuable statement of the various institutions for superior instruction in the United States than has ever before been possible. This we are encouraged to expect from the great success attending our efforts in this direction during the past two years.

We hope hereafter in our annual reports to be able to show the exact state of each college on the 20th of October in each year, as given by its authorized officials. We hope also to receive a copy of your latest printed catalogue, to be preserved in the library of this Bureau.

You will not only confer a great favor upon this Bureau, but will also secure a correct report for your institution, by mailing your reply on or before October 20.

Our object in giving such full statistics of colleges and universities is to promote, as far as possible, increased public interest in the instruction which they afford.

A copy of our last report was duly sent you, and a copy of the forthcoming report will be sent you when published.

Official mail-matter for this Bureau is free of postage.

Very respectfully, your obedient servant,

JOHN EATON, JR.,
Commissioner.

To the PRESIDENTS OF COLLEGES AND UNIVERSITIES.

INQUIRIES RESPECTING UNIVERSITIES AND COLLEGES.

Name ?
Town or city ? State ?
Date of charter ?
Date of organization ?
Religious denomination ?
Name of president ?
Whole number of faculty ?
Number of resident professors ?
Number of non-resident professors and lecturers ?
Number of instructors ?
Number of tutors ?
Number of endowed professorships ?
Number of years in academic course ?
Number of weeks in scholastic year ?
Cost of tuition per term ?
Cost of board per month ?
Number of scholarships ?

(See Inquiries respecting Libraries.)

(See Inquiries respecting Museums.)

PREPARATORY SCHOOL.

Number of instructors?

Number of students, { Male?
 { Female?

Number of students preparing for academic course, { Male?
 { Female?

Number of students preparing for scientific course, { Male?
 { Female?

Number of professors?

Number of tutors?

COLLEGE OF ARTS.

Number of students {	Freshman class...	{ Male?
		{ Female?
	Sophomore class..	{ Male?
		{ Female?
	Junior class	{ Male?
	{ Female?	
	Senior class	{ Male?
		{ Female?

Total number of undergraduate students in academic department?

Number of post-graduate students?

Number of volumes in library?

Time of commencement?

What degrees, and number of each, conferred in course at last commencement?

Honorary degrees conferred at last commencement, and number of each?

Legacies and gifts received since October 15, 1871?

Name and residence of benefactor?

Amount and kind of gift?

Purpose of gift?

Conditions of gift?

SCHOOLS OF SCIENCE, [MINING, ENGINEERING, AGRICULTURE, ETC.]

Name?

Town or city? State?

Date of charter?

Date of organization?

Whether organized under national grant of lands?

President?

Number of resident professors?

Number of non-resident professors and lecturers?

Number of instructors?

Number of tutors?

Number of years in course?

Number of weeks in scholastic year?

Number of volumes in library?

Amount of endowment?

Annual cost of tuition?

Number of state scholarships?

Number of other free scholarships?

Number of students {	{	in first year of course .	{ Male?
			{ Female?
		in second year of course	{ Male?
			{ Female?
		in third year of course	{ Male?
	{ Female?		
	in fourth year of course	{ Male?	
		{ Female?	

Total number in regular course?

Number of students in partial course?

Number of students in institution who have received an academic or other degree?

Number of post-graduate students in institution who have received an academic or other degree?

Name of degrees conferred by institution ?
 Number of each kind of degree conferred at last commencement ?
 Total number of graduates of institution ?

(Signature of president.)

(Date.)

INQUIRIES RESPECTING PROFESSIONAL SCHOOLS.

SCHOOL OF THEOLOGY.

Name ?
 Town or city ? State ?
 Date of charter ?
 Date of organization ?
 Religious denomination ?
 Name of president ?
 Number of resident professors ?
 Number of non-resident professors and lecturers ?
 Number of instructors ?
 Amount of endowment ?
 Number of endowed professorships ?
 Number of years in course ?
 Number of volumes in library ?
 Number of alumni ?
 Number of free scholarships ?
 Annual cost of tuition ?
 Number of weeks in academic year ?
 Number of students { in first year of course ?
 { in second year of course ?
 { in third year of course ?
 Number of resident licentiates ?
 Number of present students who have received an academic or other degree ?
 Date of commencement ?
 Legacies and gifts received since October 15, 1871 ?
 Name and residence of benefactor ?
 Amount and kind of gift ?
 Purpose of gift ?
 Conditions of gift ?

(Signature of president.)

(Date.)

SCHOOL OF MEDICINE.

Name ?
 Town or city ? State ?
 Date of charter ?
 Date of organization ?
 Name of president or dean ?
 Number of resident professors ?
 Number of non-resident professors and lecturers ?
 Number of other instructors ?
 Number of years in course ?
 Number of weeks in scholastic year ?
 Number of volumes in library ?
 Total number of alumni ?
 Amount of matriculation-fee ?
 Amount of graduation-fee ?
 Amount of annual tuition ?
 Number of students { in first year of course ?
 { in second year of course ?
 { in third year of course ?
 Number of present students who have received an academic or other degree ?
 Date of commencement ?
 Legacies and gifts received since October 15, 1871 ?
 Name and residence of benefactor ?

Legacies and gifts received since October 15, 1871 ?
 Name and residence of benefactor ?
 Amount and kind of gift ?
 Purpose of gift ?
 Conditions of gift ?

PREPARATORY DEPARTMENT.

Number of students ?

COLLEGIATE DEPARTMENT.

Number of students { Freshman, or first year ?
 { Sophomore, or second year ?
 { Junior, or third year ?
 { Senior, or fourth year ?
 Number of students in special or partial course ?
 Number of post-graduate students ?
 Total number of students ?

COURSE OF STUDY.

First year, (what studies ?)
 Second year, (what studies ?)
 Third year, (what studies ?)
 Fourth year, (what studies ?)
 Is music taught ? Vocal ? Instrumental ?
 Is drawing taught ?
 Is painting taught ?
 What modern languages are taught ?
 Has the institution a chemical laboratory ?
 Has the institution a philosophical cabinet ?
 Has the institution a natural-history museum ?
 Has the institution an astronomical observatory ?
 Has the institution an art gallery ?

EXPENSES.

Cost of board and lodging per annum ?
 Cost of tuition per annum in preparatory course ?
 Cost of tuition per annum in regular course ?

(Date.)

(Signature of president.)

INQUIRIES RESPECTING GIFTS AND LEGACIES FOR EDUCATIONAL PURPOSES.

Donor	{	Name ?
		Residence ?
Organization to which intrusted	{	Name ?
		Location ?
		Special object of the benefaction ?
Benefaction	{	Amount ?
		Conditions attached, if any ?
		Method of application, if without conditions ?
		Whether for general fund ?
		Whether for professorships ?
		Whether for scholarships ?
	{	Whether for erection of buildings ?
Whether for library ?		
Whether a direct donation or a bequest ?		

What is the percentage borrowed of grave, literary, or scientific reading?

- Has the library any specialty ; and, if so, what and how strong is it in this specialty ?
- Has the library a set of United States patents, (*i. e.*, specifications and drawings,) and what use is made of them ?
- Has the library a set of British patents, (*i. e.*, specifications and drawings,) and what use is made of them ?
- Has the library a set of French patents, (*i. e.*, specifications and drawings,) and what use is made of them ?
- Have you any collection of books printed before 1500, and how large ?
- What is the extent of your bibliographical collection ?
- Who, and how many persons, have the right of nominating books for purchase ?
- On whom does the duty actually devolve ?
- Who may negative a purchase ?
- Is any attempt made to secure the co-operation in this work of men accomplished in specific provinces of science or literature ?
- Are readers and borrowers invited to name books of which they themselves have felt the need or desire ?
- Has the library a printed catalogue ?
- Has the library a manuscript (say card) catalogue ?
- Has the library an alphabetical catalogue ?
- Is it alphabetical by authors or subjects, separate, or in the same alphabet ?
- Has the library a subject or classed catalogue ?
- Has the library a catalogue of its pamphlets, maps, works of art, &c. ?
- Is the library subject to either State or municipal taxation ?
- If not so subject, what is the date of the act exempting it ?
- Does the library own its building ?
- Is the building fire-proof ?
- What special expedients are employed to prevent the deterioration and decay of the books, pamphlets, and other possessions of the library ?
- Number of assistants and employés ?
- Total annual cost of administration ?
- Give the cost by general items, if you can, (annual expense for books, periodicals, and binding, when the binding is distinct from the first cost.)
- In case your library is public, must your expenses for salaries, fuel, light, binding, and incidentals be defrayed (as in most cities) out of the general appropriation made for the support of the library, or can you (as in Washington) draw for these objects on the treasury itself and spend the whole appropriation for books alone ?
- Librarians are invited to state their experience and offer suggestions on these topics : { On the collection of libraries.
On the use of libraries.
On the preservation of libraries.
- How is the chief librarian chosen ?
- To whom is he responsible ?
- On whom does the highest check on the executive management rest and what are the relations of the librarian to the governing body or bodies ?
- Name of chief librarian ?

(Signature of librarian.)

(Date.)

INQUIRIES RESPECTING MUSEUMS.

- Name of museum ?
- Location—town or city ? State ?
- When founded ?
- By what individual, society, or corporation is the museum owned ?
- Is the museum connected with an educational institution ?
- Name of institution and department with which it is connected ?
- If the society, institution, or corporation possesses archaeological, art, natural-history, or medical museums, the name and amount of collections of each is desired.
- Is the museum endowed ?
- Amount of endowment ?
- If unendowed, from what sources are its funds derived ?
- Amount of annual income ?
- Annual expenditure for additions to museum ?
- Total annual cost of administration ?
- Is admission to the museum free ?
- Total number of specimens in natural-history museum ?
- What special division of natural history does it embrace ?
- Number of specimens in each division of natural history ?
- What are the general subdivisions, (to the number of 3 or 4) ?

Number of specimens in art-museum? Painting? Statuary? Casts? Drawing?
 Number of specimens in archeological museum?
 Number of specimens in medical museum?
 Are there lectures in connection with the museum?
 Number of lectures each year?
 Number of lecturers, resident and extraordinary?
 Is the museum visited by school-pupils with their teachers?
 Number of pupil-visitors for the last five years? (Estimated.)
 Whole number of visitors for the last five years? (Estimated.)
 Has the museum catalogues of its collections?
 Name of curator or superintendent?

(Signature of curator.)

(Date.)

[CIRCULAR-LETTER.]

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,
 Washington, D. C., September 14, 1872.

To the principals of high-schools and academies:

This Bureau is engaged in collecting for publication in the annual report statistics of elementary, secondary, and superior instruction in the United States.

In addition to the statistical tables relating to the common-school system in the several States and to the lists of colleges and professional schools, as full a list as it is possible to obtain is desired of the high-schools or academies which supplement the elementary schools and are intermediate between these and the colleges.

With this view the accompanying inquiries have been prepared.

The response to the first circular-letter of inquiry issued last year was most gratifying, but our list of institutions of secondary instruction is still far from complete, and we shall be obliged for any information of additional schools which may enable us to make our next list fuller and more accurate.

You will confer a great favor by filling out the answers to these questions and returning the circular to this Bureau, mailing it on or before October 20.

Please send also a copy of your last catalogue.

All mail-matter directed to the Bureau of Education is free of postage.

Very respectfully, yours,

JOHN EATON, Jr.,
 Commissioner.

INQUIRIES RESPECTING INSTITUTIONS FOR SECONDARY INSTRUCTION.

Full name?
 Place—town or city? State?
 Date of charter?
 Date of organization?
 Amount of endowment?
 Name of principal?
 Religious denomination?
 Number of instructors { Male?
 Female?
 Total?
 Number of students { Male?
 Female?
 Total?
 Number of years in course?
 Character of course { English?
 Classical?
 Modern languages?
 English course?
 Number of students in { Classical course?
 Modern languages?
 Is drawing taught?
 Is music taught { Vocal?
 Instrumental?
 Has the institution a chemical laboratory?
 Has the institution a philosophical cabinet and apparatus?
 Number of volumes in library?

Average expenses per annum { For lodging, if furnished ?
 { For board, if furnished ?
 { English branches ?
 { Classical studies ?
 { Modern languages ?

Scholastic year begins ?

Number of weeks in scholastic year ?

Number of students preparing for college ?

Number of students preparing for scientific course in college ?

Number of students who have entered college from institution since close of last academic year ?

Number of students who have entered scientific school from institution since close of last academic year ?

Number of students who have completed course at the close of the last academic year and do not enter other institutions ?

Total number of graduates of institution since organization ?

Total number of graduates in classical department since organization ?

Total number of graduates in classical department who have entered college since organization ?

Legacies and gifts received since October 15, 1871 ?

Name and residence of benefactor ?

Amount and kind of gift ?

Purpose of gift ?

Conditions of gift ?

(Signature of principal.)

(Date.)

INQUIRIES RESPECTING CITY SCHOOL-SYSTEMS.

Name of city ?

State ?

Total population of city ?

Legal school-age ?

Number of children of school-age ?

*Number of children of legal school-age enrolled in schools ?

*Number of children under six years of age enrolled in schools ?

*Number of children over sixteen years of age enrolled in schools ?

Average number attending school ?

Number of hours in legal scholastic day ?

Number of hours in scholastic day, excluding recess between the morning and afternoon sessions ?

Number of weeks in scholastic year ?

Primary schools.....	{	Number of schools ?	{	Male ?
		Number of teachers.		Female ?
		Total ?		
		*Number of scholars.		Male ?
				Female ?
				Total ?

Grammar schools.....	{	Number of schools ?	{	Male ?
		Number of teachers.		Female ?
		Total ?		
		*Number of scholars.		Male ?
				Female ?
				Total ?

High schools.....	{	Number of schools ?	{	Male ?
		Number of teachers.		Female ?
		Total ?		
		*Number of scholars.		Male ?
				Female ?
				Total ?

*Owing to the great diversity in the legal school-age in the several States, it is essential to any just comparison between the school-attendance of the different cities that the number of children enrolled under six and over sixteen years of age should be accurately given. We trust that the city superintendents will, so far as possible, give these data.

Evening schools	{	Number of schools ?	{	Male ?
		Number of teachers.		Female ?
				Total ?
		*Number of scholars.		Male ?
				Female ?
				Total ?
Corporate schools....	{	Number of schools ?	{	Male ?
		Number of teachers.		Female ?
				Total ?
		*Number of scholars.		Male ?
				Female ?
				Total ?
City normal schools..	{	Number of schools ?	{	Male ?
		Number of teachers.		Female ?
				Total ?
		*Number of scholars.		Male ?
				Female ?
				Total ?
Grand total.....	{	Number of schools ?	{	Male ?
		Number of teachers.		Female ?
				Total ?
		†Number of scholars.		Male ?
				Female ?
				Total ?
Salaries	{	Salary of teachers in primary schools.....	{	Male ?
				Female ?
		Salary of principal in grammar schools....	{	Male ?
				Female ?
		Salary of assistants in grammar schools....	{	Male ?
				Female ?
		Salary of principal in high schools.....	{	Male ?
				Female ?
		Salary of assistants in high schools.....	{	Male ?
				Female ?
		Salary of teachers in evening schools	{	Male ?
				Female ?
		Salary of teachers in corporate schools.....	{	Male ?
				Female ?
		Salary of principal in normal schools.....	{	Male ?
				Female ?
		Salary of assistants in normal schools.....	{	Male ?
				Female ?

INCOME.

Balance on hand from last school-year ?
 Amount received from State fund ?
 Amount received from county fund ?
 Amount received from local fund ?
 Amount received from taxation ?
 ‡Amount received from other sources ?
 Total ?

* The average number of scholars attending during the year is requested.

† The grand total of scholars is equal to the total average number attending during the year.

‡ Such as donations, bequests, &c.

(Signature of superintendent.)

(Date.)

INQUIRIES RESPECTING NORMAL SCHOOLS.

Name ?
Location—town or city ? State ?
Date of organization ?
Amount of State appropriation ?
Amount of county appropriation ?
Amount of city appropriation ?
Number of resident instructors ?
Number of non-resident instructors and lecturers ?
Whole number of graduates since organization { Male ?
Female ?
Number of graduates who had received an academic or other degree { Male ?
Female ?
Number of years in course ?
Number of weeks in scholastic year ?
Scholastic year begins ?
Time of anniversary ?
Number of volumes in library ?
Number of volumes of pedagogical works ?
Number of educational journals and magazines taken ?
Annual expense to each student ?
Number of students { in first year of course ?
in second year of course ?
in third year of course ?
Number of present students who have received an academic or other degree { Male ?
Female ?
What are the subjects of instruction in first year of course ?
What are the subjects of instruction in second year of course ?
What are the subjects of instruction in third year of course ?
Is drawing taught ?
Has the school a collection of models, casts, apparatus, and examples for free-hand
drawing similar to that in use in the Boston Normal Art School ?
Is music taught { Vocal ?
Instrumental ?

* When supplied by the school-board.

Does the school possess a chemical laboratory?
 Does the school possess a philosophical cabinet and apparatus?
 Does the school possess a museum of natural history?
 Is there a model-school attached to the institution?
 Do the students receive diplomas or certificates on completion of course?
 Are graduates who have received certificates authorized by law to teach in the common-schools of the State?

(Signature of principal.)

(Date.)

INQUIRIES RESPECTING BUSINESS COLLEGES.

Name?
 Town or city? State?
 Date of charter?
 Date of organization?
 Principal?
 Number of instructors { Male?
 Female?
 Number who have completed course in institution since organization?
 Number of years in course?
 Number of weeks in scholastic year?
 Scholastic year begins?
 Annual tuition for each student?
 Number of volumes in library?
 Number of students { Male?
 Female?
 Total?
 Number of students in German?
 Number of students in French?
 Number of students in Spanish?
 Number of students in other modern languages?

(Signature of principal.)

(Date.)

INQUIRIES RESPECTING INSTITUTIONS FOR THE DEAF AND DUMB.

Name?
 Town or city? State?
 When founded?
 Under what control?
 Name of principal?
 Number of professors and instructors?
 Number of semi-mute instructors?
 Number of volumes in library?
 Average number of years spent in institution by the pupils?
 Total number of pupils who have received instruction since foundation of institution?
 Number of graduates who have become teachers in similar institutions?
 Number of pupils under instruction at date of last report { Male?
 Female?
 Total?
 Number under instruction during the year { Male?
 Female?
 Total?
 What branches are taught?
 Does the institution possess a laboratory?
 Does the institution possess a philosophical cabinet?
 Does the institution possess a natural-history museum?
 How many buildings are connected with the institution, and to what uses are they devoted?
 How many acres of land are owned by the institution?
 Value of buildings and grounds?

Is agriculture taught ?

Income for the year ?

Expenditures for the year ?

Amount of legacies or gifts received during the past year ?

(Signature of superintendent)

(Date.)

INQUIRIES RESPECTING INSTITUTIONS FOR THE BLIND.

Name ?

Town or city ?

State ?

Year of foundation ?

Superintendent ?

Belonging to State or corporation ?

Estimated value of its property ?

Average annual receipts for five years ?

Average receipts from regular sources for five years ?

Average annual expenditure for five years ?

Average annual ordinary expenditure ?

Annual receipts from State ?

Annual receipts from other States and individuals ?

Total number admitted since opening ?

Present number ?

Number of instructors and other employés ?

Number of blind employés ?

Total amount paid blind employés and workmen ?

What employments are taught ?

(Signature of superintendent.)

(Date.)

INQUIRIES RESPECTING ASYLUMS FOR IDIOTS.

Name ?

City or town ?

State ?

Year of foundation ?

Date of opening ?

Superintendent ?

Number of instructors and other employés ?

Number of inmates { Male ?
Female ?
Total ?

Total number of inmates since opening ?

Number of those dismissed or improved since opening ?

Income ?

Expenditures ?

(Signature of superintendent.)

(Date.)

EDUCATION AND ORPHANAGE.

INQUIRIES RESPECTING ORPHAN ASYLUMS.

Name of asylum ?

Location ?

Year of incorporation ?

Year of organization ?

Character of foundation ?*

Religious denomination ?

Name of superintendent ?

Number of assistants ?

Total number of inmates since foundation ?

Condition for admission, as to age, &c. ?

Institution, how supported ?†

Income from all sources ?

Expenditure for all objects ?

* State, county, city, denominational, or corporate.

† By endowment, appropriation, or contribution, &c.

PRESENT INMATES.

Sex { Number of males ?
 { Number of females ?
 Race { Number of whites ?
 { Number of colored ?
 Number born { In the United States ?
 { In foreign countries ?
 Parentage { Number of native parentage ?
 { Number of foreign parentage ?
 Of unknown parentage ?

 Instruction: Number taught { Reading ?
 { Writing ?
 { To reckon ?
 { Drawing ?
 { Special trades ?

 Orphanage: Number of { Orphans ?
 { Half-orphans ?
 { Foundlings ?

INQUIRIES RESPECTING JUVENILE REFORM-SCHOOLS.

Name ?
 Town or city ? State ?
 When established ?
 Under State or municipal control ?
 Conditions of commitment ?
 Name of superintendent ?
 Number of assistants { Male ?
 { Female ?
 Between what ages can children be committed ?
 Number committed during the year ?
 Number discharged during the year ?
 Number of inmates { Male ?
 { Female ?
 Number of inmates { White ?
 { Colored ?
 Number of inmates { Native ?
 { Foreign-born ?
 Number of inmates whose parents are dead ?
 Number of inmates whose parents are living ?
 Number of inmates whose mothers are living ?
 Number of inmates whose fathers are living ?
 Number of inmates whose parents are or were illiterate ?
 Number of inmates whose parents read only ?
 Number of inmates whose parents read and write ?
 Number of inmates whose parents were abstinent ?
 Number of inmates whose parents were moderate drinkers ?
 Number of inmates whose parents were occasionally intemperate ?
 Number of inmates whose parents were intemperate ?

 Number of inmates who were wholly illiterate when committed { Native parentage ?
 { Foreign-born parentage ?
 Number of inmates who could read only when committed ?
 Number of inmates who could read and write when committed ?
 Number who have learned to read since committed ?
 Number who have learned to write since committed ?
 What studies are taught ?
 What trades are taught ?
 How many inmates have been taught a trade during the past year ?
 Total number of persons committed to institution since establishment ?
 What proportion of those who have been discharged are known to have become orderly and useful members of society ?
 Number of volumes in library ?
 Average cost per annum for each inmate ?
 Total cost of institution per annum ?
 Average earnings for each inmate per annum ?
 Total earnings of institution per annum ?

(Signature of superintendent.)

1 (Date.)

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,
Washington, D. C., September 19, 1872.

GENTLEMEN: We desire to obtain the statistics of the educational books published during each year, for the purpose of publication among our tables of educational statistics. We send this circular to all educational publishers in the United States, and shall feel greatly obliged if you fill up and return to this office, at your early convenience, the accompanying blanks.

All mail-matter for this Bureau is free.

Very respectfully, your obedient servant,

JOHN EATON, JR.,
Commissioner.

Table of educational publications for the year 1872.

Names of text-books and authors, and also of educational periodicals.	Size of books.	No. of pages.	Retail price per copy.	No. of copies of each work published during 1871.	No. of copies of educational papers, periodicals and magazines published during 1871.

(Place.)

(Signature.)

(Date.)

OFFICIAL CORRESPONDENCE.

The following letter from Hon. John Jay, the American minister at Vienna, was received from the Department of State while the earlier pages of this circular were in press. As it embodies many valuable suggestions, it is here inserted, and the earnest hope expressed that the expectations of the Austro-Hungarian government in relation to the exhibit of our American educational systems may be fully realized:

Letter from Hon. John Jay, American minister at Vienna, Austria, to the Hon. Hamilton Fish, Secretary of State.

"AMERICAN LEGATION,

"Vienna, November 11, 1872.

"SIR: The purport of the dispatch, No. 237, dated 20th September, of Mr. Hale, acting Secretary, accompanied by a note from the Hon. John Eaton, jr., Commissioner of Education, was communicated by me to the Baron Schwarz-Senborn, chief manager of the Vienna Exposition.

"In reply, his excellency said: 'I am much pleased to hear that General John Eaton has kindly consented to co-operate with the Honorable General Thomas B. Van Buren, with the view to a complete representation

tion of the United States common-school system at our great Exhibition, and that your State Department is cordially responding to such an all-important subject?

"There is one further suggestion connected with this subject, which, with your approval, I will venture to ask leave to make to the honorable Commissioner of Education, in case it should not have already occurred to him.

"It is that the commissioners who may be appointed to develop at the Exposition, for the benefit of Europe, our common-school systems, be instructed, while in Austria, to study, for our own benefit, the extensive system of the technical schools to be found in this empire, and especially at Vienna and at Prague, for the education of persons to be employed in the useful and mechanic arts.

"My attention was especially directed to this subject during the visit to Vienna in September, 1871, (alluded to in my No. 356,) of the Rev. B. Grant Northrop, commissioner of schools from Connecticut, whom, under the guidance of an officer from the ministry of education, I accompanied in his tour of observance, and who, without hesitation, expressed the opinion that we had very much to learn from Austria in this important branch, and especially as regards the practical value of the collections of models and tools, of the laboratories and museums, with which the polytechnic schools are supplied. The courses include physics, drawing, modeling, chemistry, in its application to the arts, geometry and the mechanics; with classes for machinists, building-trades, goldsmiths, jewelers, porcelain-makers, &c. The schools are in part sustained by the imperial government, small fees being required from all students able to pay them.

"In Austria, polytechnic schools have been established for a century, and here, and throughout Germany, technical education has been found productive of large benefit, both to the workmen and the community.

"It has been said that 'the chief design of these schools is to early the sciences into industry, and to put industrial pursuits upon a footing corresponding to the progress of technical art and the competition of foreign industry,' and in this view, perhaps no apprentices could be found in any country more ready to appropriate and appreciate the advantages of a technical course than those who have had the excellent preparation afforded by our existing elementary system.

"These schools in Austria are under the general supervision of the minister of public instruction, and, judging by my past experience, I believe that that ministry will most cheerfully afford the fullest opportunity for a thorough examination of their details and results.

"I have the honor to be, sir, your most obedient servant,

"JOHN JAY.

"The Honorable HAMILTON FISH,

"*Secretary of State.*"

PLAN OF PROPOSED EDUCATIONAL CHART FOR CITIES.

The form of a chart of the school system of an American city, which shall also give at one view all the educational institutions and appliances usually possessed by cities, as well as the public-school system proper, is inserted in accordance with the resolution of the city superintendents, in council at Washington, November 13.

Attention is particularly called to the notes at the back of the form of chart.

The greatest care and skill should be used in the preparation of this chart, which is designed for prominent display in the American department of the Vienna Exposition.

Portfolios, containing plans and photographic views of school-houses, colleges, museums, library buildings, &c., might also be prepared, the object being to secure for each city the fullest possible representation of its efforts and facilities in the direction of the education of its citizens. There is room for a generous rivalry between the several cities and towns in this effort to secure for themselves the best representation at Vienna—a rivalry in the results of which all the citizens of our common country can take pride.

EDUCATIONAL CHART¹ of the City of

taxable property, \$; total amount of taxes paid, \$; in the State of

of school property, \$; amount of school taxes, \$; per capita of total population,

schools, number enrolled in private institutions of all grades; total number of

President,; name of Secretary,

(SEE NOTES ON REVISION)

ORPHAN ASYLUMS.		SYNOPSIS OF THE PUBLIC SCHOOLS.		
Number, Number of Instructors, Number of Inmates.	GRADES. ²	SUBGRADES. ³	No. of weeks occupied in each sub-grade.	TOPICS OF INSTRUCTION. ⁴
PRIVATE SCHOOLS AND ACADEMIES. ⁵		City Normal.....		
Number, Number of Instructors, Number of Scholars,				
BUSINESS COLLEGES. ⁶				
Number, Number of Instructors, Number of Scholars,				
SCHOOLS OF PHARMACY. ⁷				
Number, Number of Instructors, Number of Scholars,				
SCHOOLS OF DENTISTRY.				
Number, Number of Instructors, Number of Scholars,				
FEMALE COLLEGES. ⁸		Primary.....		
Number, Number of Instructors, Number of Scholars, Volumes in libraries,				
		AGGREGATE NUMBER OF TEACHERS AND SCHOLARS, MALE AND FEMALE, AND AVERAGE SALARIES.		
SUNDAY SCHOOLS.		PUBLIC LIBRARIES. ¹²		ART MUSEUMS.
Number, Number of Instructors, Number of Scholars, Volumes in libraries, Number of churches, Value of church property, \$	Number, Number of volumes, Number of pamphlets, Number of maps, charts, &c., Value of collections, \$ Value of buildings, &c., \$	Number, Number of paintings and engravings, Number of statues and casts, Number of students, Value of collections, \$ Value of buildings, &c., \$		SCIENTIFIC MUSEUMS.
				Number, Number of specimens in collections, Volumes in libraries, Number of readers, Value of collections, \$ Value of buildings, &c., \$

; total population by U. S. Census of 1870, ; actual valuation of
 on, \$; school population (to years) by enumeration of 187 , ; actual valuation
 population, \$; total number scholars enrolled, ; number enrolled in the public
 of teachers, public and private, ; number of members of City School Board, ; name of
 ; name of Superintendent,

REVERSE OF THIS PLAN.)

PUBLIC SCHOOL SYSTEM.									COLLEGES. ⁹	
Number of Schools.	TEACHERS.		NO. OF PUPILS.		AVERAGE AGE OF PUPILS.	AVERAGE SALARY OF TEACHERS, U. S. CURRENCY.			Number,	
	Male.	Female.	Male.	Female.		Male.	Female.	Total.	Number of Instructors,	
									Number of Scholars,	
									Number of Scholars,	
									Volumes in libraries,	
SCHOOLS OF THEOLOGY. ¹⁰										
									Number,	
									Number of Instructors,	
									Number of Scholars,	
									Volumes in libraries,	
SCHOOLS OF MEDICINE. ¹¹										
									Number,	
									Number of Instructors,	
									Number of Scholars,	
									Volumes in libraries,	
SCHOOLS OF LAW. ¹⁰										
									Number,	
									Number of Instructors,	
									Number of Scholars,	
									Volumes in libraries,	
POLYTECHNIC SCHOOLS. ¹²										
									Number,	
									Number of Instructors,	
									Number of Scholars,	
									Volumes in libraries,	
ASSOCIATIONS FOR MUTUAL IMPROVEMENT. ¹⁴										
CHARACTER.	No.	MEMBERS, No.	VALUE OF—							
			Libraries.	Collections.	Instruments, &c.					
Literary and Historical.....										
Scientific.....										
Artistic and Musical.....										
Professional ¹⁵										
Physical culture.....										

